



MARKSCHEME

November 1999

HISTORY

Higher and Standard Level

Paper 2

Paper 2 mark bands

The method of assessment used by the IBO is criterion-referenced and not norm-referenced. That is to say that candidates are judged by their performance in relation to the identified assessment criteria and not in relation to the rest of the population being assessed.

The mark bands concentrate on positive achievement.

mark band 19-20

It is not expected that an essay in this mark band would be a 'perfect' answer but it should be directly focused and show a depth of historical understanding. There is likely to be evidence of wide reading. In addition, the candidate's answer will demonstrate **one** of the following: a highly developed awareness of historiographical issues, a high level of conceptual ability, or a successful challenge to the assumptions implied in the question.

mark band 17-18

The specific question is answered in a direct and focused manner. There is likely to be evidence of reading which has been effectively used in the answer. There may be an appreciation of historiographical issues. Arguments and concepts will be well developed.

mark band 14-16

The question is effectively and relevantly addressed and the answer is supported by accurate knowledge. The answer demonstrates a consistent level of analytical ability, although not all aspects of the issues have necessarily been addressed.

mark band 11-13

The knowledge shown is generally accurate, relevant and adequate to support a sound answer. The candidate's analysis is not fully developed.

mark band 8-10

The answer is mainly descriptive or in narrative form and has some explicit or implicit relevance, or is made relevant by its conclusion. Alternatively, there is a coherent argument based on barely sufficient material.

mark band 6-7

The question is only partially addressed and there is a limited demonstration of appropriate skills. There is a limited degree of accurate and relevant knowledge.

mark band 4-5

The knowledge shown is limited, often inaccurate and of marginal relevance to the question. The question is not addressed effectively and there is very little evidence of appropriate skills.

mark band 1-3

There is very little relevant knowledge and little or no understanding of the question. The candidate's answer is no more than a collection of isolated facts or generalisations bearing little relation to each other or the question. There is no evidence of appropriate skills.

mark band 0

If a candidate does not achieve the standard described by mark band 1-3 then 0 should be recorded.

Notes on Individual Questions

These notes must be read in conjunction with the current mark bands.

Topic 1: Causes, practices and effects of war

1. Assess the importance of nationalism and religion as causes of *two* of the Arab-Israeli Wars.

Candidates must select two of the following wars: 1948-1949 First War, immediately following creation of state of Israel; 1956 Invasion of Suez, Second War; June 1967, Six Day War, Third War, 1973; Yom Kippur War, Fourth War, and show how both nationalism and religion were causes of the wars. Better candidates could question religion noting the difficulty in separating religion and race in being Jewish or Israeli and noting that the two are not necessarily the same. Similarly nationalism is hard to categorise as apart from hating Jews and the formation of the state of Israel, and in spite of the formation of the Arab League in 1945 there was little unity or agreement between the various Arab States. However, most candidates are likely to select two wars and narrate their causes before deciding whether to label them nationalist or religious. If no attempt is made to assign them but their essays are adequate in causal details they could reach [8 to 10 marks], a genuine attempt to assess cause and address relative importance could be between [10 and 13 marks] and with deeper insight and analysis, [14+ marks]. Mark out of [12 marks] if only one war is tackled.

2. How far is it true to say that economic resources, rather than belief in a cause, win wars?

Candidates will probably agree that because of the expense of fighting twentieth century wars (technology, science, transport, weapons, *etc.* are all very expensive), the side who can pay wins. Countries also have to feed their populations during wartime. No doubt as no particular number of wars or their regions are demanded many students will use the First and Second World Wars to argue their cases. However, those who have studied the Chinese Civil War and Vietnam could well argue a different case, and abler candidates could point out that adherence to a political cause does win - or fails to win wars. The success of guerrilla warfare over economic resources could also be discussed. There are thus many opportunities for the candidates' own knowledge, case studies, *etc.* to be used. Vague general answers with no named wars would not reach [8 marks]. [8 to 10 marks] could be obtained by narrative descriptions of say two wars, to prove the argument. [11 to 13 marks] would be more focused on economic resources and belief in a cause. For [14 to 16 marks], answers would be structured with a clear argument based on specific evidence.

3. How justified is the claim that 'the United States had no choice but to use atomic bombs against Japan'?

This is a history examination therefore the arguments used should be historical: an answer solely based on moral condemnation cannot reach [8 marks]. There could broadly be three lines of assessment. **One** - the USA had to use the bomb (to save American lives, win the war in the Pacific before USSR entered, *etc.*). **Two** - the USA had a choice, use the atomic bomb or continue the conventional war, and the choice was fair, balanced, *etc.* **Three** - the obvious choice to defeat Japan was to continue the war in the conventional way because Japan was about to capitulate therefore it was the wrong choice, *etc.* Actual statistics, details of the last stages of the war, are necessary, for a strong case either (or three) way. Emotive generalisations will not score well, but the military and political consequences of using the atomic bomb could be made relevant and contribute to a [14+ mark] answer. For [8 to 10 marks], answers will probably be narrative/descriptive but there should be at least an implicit answer to justification. For [11 to 13 marks] candidates will consider justification, and argue a case. For [14 to 16 marks], answers will be structured, focused and analytical and reach a conclusion on 'how justified'.

4. **How has war affected the role of women in society? Specific examples must be given from at least *two* wars each chosen from a different region.**

Some obvious areas to consider are actual fighting; employment; the franchise; home life; assessment of change. Note that specific examples must be given so vague generalisations will not reach [8 marks]. Make sure that it is the war that has effected changes not general trends and developments before crediting material. There must be some final analysis or assessment for [14+ marks], but allow the Second World War in the Pacific as a second war even if it is used in Europe as a first war. Probably many candidates will structure their essay by topics rather than writing separate essays for each war. If only one war or one region is mentioned mark out of [12 marks]. For [8 to 10 marks] essays will probably be descriptive, and the effects may be implicit. [11 to 13 marks] will be scored with balanced reference to two wars, and their effects. For [14 to 16+ marks], answers will probably be structured according to effects and analytical.

5. **'Twentieth century statesmen have found it difficult to produce effective peace treaties.' With reference to at least *two* examples explain why.**

Some points which would be relevant for this question are: criticism of actual treaties, *e.g.* Versailles!! failure to produce any treaty to end a war: length of discussions: failure of negotiation: *etc.*; in contradicting the statement, treaties which have been successful, should be explained. Candidates, for a good mark, must of course analyse the reasons for the above. An essay with no named treaty (unlikely) would not reach [8 marks], and probably in view of at least two examples it would be appropriate to suggest a ceiling of [10 marks] for Versailles. [8 to 10 marks] could be gained by accounts of two treaties with comments on 'difficult'. For [11 to 13 marks], answers will focus more on difficult. [14 to 16+ marks] might be structured on the reasons for this difficulty and analyse the causes of problems with the treaties.

Topic 2: Nationalist and independence movements, decolonisation and challenges facing the new states

6. **Does political independence ensure economic independence? Support your views with specific examples from at least *two* former colonial countries.**

Candidates need to consider the economic problems faced by newly independent counties with the change over which frequently took place during a difficult period (*e.g.* post Second World War) for the former colonial power. It was not only or even primarily a question of economic independence but economic survival. Some points to consider would be: economic system inherited from the colonial power: previous trade patterns: monoculture: debt: the international situation, *i.e.* the Cold War. The above ensured dependence on one or more of the following: the original colonial power; a Cold War participant, often USSR or China; the IMF. This is a complex issue and vague denunciations of either former colonial powers or the incompetence of the former colonies will not reach [8 marks]. For [8 to 10 marks], answers will probably narrate the independence and early years of their chosen States.

- N.B.** the link does not have to be the former colonial link; also accept any country that was a colony when the syllabus begins, around 1900. For [11 to 13 marks], answers will contain more accurate details and focus more exactly on the question. For [14 to 16+ marks], answers will be balanced, structured and analytical and produce a convincing conclusion on the linkage or lack of connection between political independence and economic independence.

7. **“In about the middle of the twentieth century anti-colonial nationalist movements developed from small numbers of western educated activists into popular mass movements”. How true is this statement for any nationalist movement you have studied?**

Those who agree could base their arguments on some of the following points: education, missionary or other colonial schools by the mid twentieth century were producing a new educated generation; education abroad; development of the economy led to urbanisation; expansion of the urban working class with political/national aspirations came with economic growth; weakening of imperial powers, especially in the Second World War; increased travel, (including fighting in World War Two) exposure to the media; influence of charismatic leaders; influence of communism which fostered a belief in equality. Be flexible with the starting date; India is likely to be a popular choice and the anti-colonial nationalist movement there became a popular mass movement rather before the given date. Of course allow a nationalist movement that was still small and elitist mid twentieth century to be used to contradict the question. Reward specific details and wide coverage which support a sound argument, for [14+ marks]: a narrative chronological essay with satisfactory assessment might score [11 to 13 marks] and in-depth analysis supported by relevant factual material for [16+ marks]. For [8 to 10 marks], answers will probably consist of a narrative of the nationalist movement with implicit references to a mass movement.

8. **How important was the armed struggle in the achievement of independence of *either* Indonesia or Zaire?**

Fighting between the Dutch and the Indonesian Nationalist Party (PNI) broke out when the Japanese withdrew and the Dutch attempted to reassert control in 1945. Although the PNI had already proclaimed independence, fighting continued by both parties until the formal transference of all the Dutch East Indies (except New Guinea) took place in December 1949. Thus the armed struggle was important: a factual account with explicit comments could be worth up to about [13 marks], and structured and focused essays with some analysis, [14+ marks]. Explanations of the aims of both sides as well as their policies, actions and results could score [16 marks] and higher. For [8 to 10 marks], answers will probably describe the independence struggle.

Zaire formally the Belgian Congo, ruled by the Belgian government until 1960 was a backward country, with no political rights until 1956. Nationalism was slow to develop, but riots in 1959 led to a round table conference in Brussels and the precipitate formation of the Congo Republic in June 1960. This was followed by tribal fighting and chaos between 1960 - 1965, and led to United Nations and other intervention. In 1965 a ruthless but more stable regime was established by Mobutu. The name Zaire was adopted in 1971. Allow and credit material up to this date; it will probably be mainly narrative and this could score up to about [13 marks] with adequate comment on the points made. For [14 to 16+ marks], answers will focus on ‘impact’ and ‘armed struggle’ and include other factors in achieving independence.

9. How and why was France defeated in *either* Algeria *or* Vietnam?

The key dates and facts for Algeria are: 1947 Algerians promised independence, but French government delayed; 1954 - 1962 Algerian War; independence proclaimed on 3 July 1962.

How - by guerrilla war waged by Front de la Liberation Nationale; violent French response; details of actual fighting; policy of de Gaulle turned towards granting independence, but France divided; plebiscite 99% voted for independence. Why - terrain; nationalism; Religion (Muslim); atrocities by both sides; distance and logistics; France weak after Second World War.

Vietnam: a republic under Ho Chi Minh, September 1945; French attempts to recover influence led to war between French and Viet Minh forces, December 1946 until July 1954. Geneva Agreements, July 1954 ended French involvement in Vietnam (and Laos and Cambodia).

How - account of warfare, why, events in Second World War, France weakened; distance; terrain; nationalism.

A factual account with explicit comments could reach *[11 to 13 marks]*, and a structured answer how and why with clear focus and analysis would be worth more, *[14 to 16 marks]* and higher. Short general answers would not reach *[8 marks]*, and narrative with implicit explanation *[8 to 10 marks]*.

10. Discuss the role of religion in *two* newly independent states, each chosen from a different region.

Religion means or covers all forms from the large world religions, such as Islam or Christianity, to smaller tribal beliefs. Areas to discuss could include political aspects (especially Islam as an important political force), religious influence on cultural and social issues, education, religious majorities, minorities and conflict. If only one region is used mark out of *[12 marks]*, and allow a 12/8 split either way for the two parts if this helps the candidate. The question says discuss, therefore descriptive answers will not score highly, probably *[8 to 10 marks]*, but those with specific detail and analytical comment will reach *[14 to 16 marks]* and higher.

Topic 3: The rise and rule of single-party states

11. Account for the success in achieving power of *two* single party rulers each chosen from a different Region.

This should be a popular question as candidates always favour rise to power questions. However, if all they do is narrate the rise to power of two single-party rulers they are unlikely to score more than [8 to 10 marks]. For [11 to 13 marks], answers may be chronological narrative, but they will 'account for the success' by addressing at least some of the following points: the previous situation, in what ways it was weak and thus ripe to be challenged; the character, support and organisation of the contender; methods used to obtain power, e.g. armed force or peaceful, illegal or legal; the political or historical context, outside support, etc. A well structured analytical essay exactly focused on accounting for the success would score [14 to 16+ marks], and those which add something extra, such as historiography, different interpretations, high conceptual insight would be [17+ marks]. If only one ruler or one region is used, mark out of [12 marks].

12. Using specific examples show how *either* communism *or* fascism has formed the framework for the rule of single party states.

Candidates should begin by defining their chosen ideology, note some of its main features, then assess how different states have been ruled according to the main points previously stated. This would be a clear logical structure for this question, and depending on specific detail and range of examples as evidence, could score up to about [16 marks]. For higher marks there should be further elaboration of framework, discussion of deviations from the basic framework, different forms or interpretations of the chosen ideology as practised by different rulers. A bare descriptive account of one state with general assertions about its ideology will probably not reach [8 marks]. States is given in the plural, but an analytical study of one country, with brief mention perhaps of others could, if detailed, score quite well, probably [11 to 13 marks].

13. How successful were *two* of the following in solving the social and economic problems they inherited: Benito Mussolini; Gamal Abdel Nasser; Julius Nyerere; Juan Peron?

This question presents a clear structure to be followed by candidates: the social and economic situation in the country when the named ruler achieved power, with the problems clearly outlined; the Ruler's policies to overcome these problems; the success and failure of the policies; a final assessment of the Ruler's achievement in his social and economic policies, with from better candidates some reference to other factors, policies, etc. which had affected or contributed to success or failure. Demand specific information for a satisfactory mark for this straightforward question, but marks can be awarded up to 12/8 either way, for the two rulers if this helps the candidate. If only one ruler is addressed, mark out of [12 marks], and if the two chosen are joined in one essay, mark as a whole, [8 to 10 marks] for narratives with implicit assessment of solving, [11 to 13 marks] with explicit comments, and [14 to 16 marks] for structured analysis.

14. Compare and contrast the foreign policies of Fidel Castro and Mao Zedong.

Some points of comparison would be: both were Communist leaders who pursued left-wing policies; both were involved with USSR, received Russian aid and had periods of disagreement with USSR; both were antagonistic to USA, which supported their enemies; both tried to win the support of underdeveloped countries, especially in Africa, sent aid, technicians fighters, *etc.* In contrast Mao was more Asia oriented and involved in Korea and Indochina where as Castro as leader of Cuba was America orientated; Mao's relations with USSR deteriorated more than Castro's whose disenchantment with USSR over the Cuban Missile Crisis had to be pragmatically overcome; Mao adapted better relations with USA in the seventies. Mao rarely left China, Castro sought a higher overseas profile as a self-proclaimed leader of the non-aligned movement; Mao was more interested and involved in Asia, and Castro in Latin America.

Thus there is a wealth of relevant materials so do not expect or demand all of the above. End on descriptions which leave the examiner to draw the links will probably be worth no more than *[8 to 10 marks]* with some linkage, and with better linkage perhaps up to *[11 to 13 marks]*, with higher marks, *[14 to 16+]* for a well structured comparative framework. If only Mao or Castro is addressed *[8 marks]* cannot be reached.

15. Examine the role of the media in two single party states, each chosen from a different region.

The media consists of the main means of mass communication especially the press and broadcasting, both sound radio and television. Points to consider are political: control by the ruler, use of propaganda, censorship, a means of winning or keeping support; social: educational uses, portrayal of the arts and culture, advice on health matters; Foreign affairs: to proclaim successes, to vilify opponents, with censorship to hide defeats. Specific evidence must be given for *[8+ marks]* and if only one state or one region is used mark out of *[12 marks]*. *[8 to 10 marks]* will probably be given for mainly descriptive answers with implicit evaluation of the role. *[11 to 13 marks]* will focus more on the role: *[14 to 16+ marks]* will analyse the role.

Topic 4: The establishment and work of international organisations

16. Compare and contrast the ideals of the League of Nations and the United Nations.

In comparison it could be said that both organisations were founded after world wars in order to prevent future wars; both had been under discussion during the wars; both aimed to settle disputes by arbitration; both emphasised collective security; both sought improved social conditions. In comparison the League was more idealistic whereas The United Nations, profiting from the League's mistakes, *etc.*, was more practical in its organisation, recognising that 'good will' would not succeed without an army, using more specialised agencies. Reward those who do focus on 'ideals' (probably *[14+ marks]* for those who discuss the founders' ideas and ideals) and produce a comparative framework. For *[8 to 10 marks]*, answers will probably be end descriptions with only implicit attention to ideals. For *[11 to 13 marks]* they will deal more successfully and explicitly with ideals, perhaps in end on accounts with good linkage. If only one organisation is tackled then *[8 marks]* cannot be reached.

17. **How successful has *either* the OAS (the Organisation of American States) *or* the OAU (the Organisation of African Unity) been in bringing about closer union in their respective regions?**

Some points to consider for the chosen organisation would be: membership (OAS equalled thirty two states in 1990 when Canada joined); success in settling disputes, arbitration methods, *etc.* (OAU limited success); work of assembly, council of ministers, *etc.*; success in social welfare to achieve greater equality of living standard trade within the area. This would be a straightforward question for those who had studied a case study of the topic, and a chronological account with assessment of success and failure throughout would be very satisfactory, [11 to 13 marks] or higher. For [8 to 10 marks], answers might be narrative with only implicit comments on success in bringing about a closer union. **N.B.** OAU was established in 1963 and the OAS was founded in 1948.

18. **Why has the twentieth century been called the age of global organisations?**

The obvious answer is because so many have been founded! For a satisfactory to good response candidates need to consider the conditions that made these organisations possible and the reasons that they were considered desirable or useful - or formulate their own structure according to their understanding of 'why.' Twentieth century conditions include technological advances in such fields as transport, telecommunications, radio and television. Global organisations are possible because world wide communication is speedy - often instantaneous. Reasons for wanting, and forming global organisations are many and varied: fear - therefore defence or peace or to outdo enemies; justice; solidarity; trade; profit; *etc.* Candidates must expand their ideas and give named examples. For [16+ marks], essays should reflect either in-depth analysis or perhaps greater originality in approach. Specific organisations should be named to support arguments, and a vague general essay with no names will probably not score [8 marks], but a descriptive answer mentioning two or three organisations could score [8 to 10 marks]; for [11 to 13 marks], answers would probably name several global organisations and attempt to explain why they were founded. [14 to 16 marks] would be scored by those who do structure and base their answers on 'reasons' - provided of course the reason why is acceptable.

19. **Select *two* countries, each a member of a different international organisation, and show how membership of that organisation has affected the social conditions of each country.**

Many countries are members of more than one international organisation; that does not mean that they may not be used as examples for this question. The question demands the use of two different countries and two different organisations for example the effect of the United Nations on Argentina and the effect of the European Union on Germany - though of course Germany is also a member of the United Nations. Focus must be on social conditions; welfare, health, education, employment, housing, would all count. Specific details must be given for a 'satisfactory' mark. Marks can be divided 12/8 either way, and if only one country is selected, mark out of [12 marks]. If the two are treated together accept descriptions of social conditions with implicit reasoning for [8 to 10 marks], and with explicit explanation award [11 to 13 marks]. [14 to 16 marks] will be obtained with focus and analysis on 'affected the social conditions'.

20. Assess the political successes and failures of *two* international organisations.

No doubt many candidates will be tempted to choose the League of Nations and the United Nations. The problem with that could be time; however, the question only asks for 'political' so exact selection must be made. In assessing successes and failures it will be relevant to refer to some of the organisational features of the international organisation, *e.g.* the lack of armed force by the League, and the historical context in which the organisation is working, *e.g.* the United Nations in the Cold War. Chronological narratives with **adequate** comments could score up to about *[13 marks]*, with structured answers higher. An essay which selects certain political areas, such as invasions, coups, boundary disputes and assesses how each organisation deals with that issue could score very well *[14 to 16+ marks]*. If only one organisation is selected mark out of *[12 marks]*, and award *[8 to 10 marks]* for descriptive or narrative answers with only implicit assessment.

Topic 5: The Cold War

21. Why have historians found it difficult to reach an agreement in assessing responsibility for the Cold War?

This question provides an opportunity for those who have studied the historiography of the Cold War - and there are many - to use their knowledge. It is expected that the traditional, revisionist and post revisionist theories will be explained. For *[8+ marks]* it will be necessary for candidates to show that they are aware of different views blaming either or both sides in the Cold War. For about *[14 to 16 marks]* differing interpretations of origin and hence blame must be explained, but the names of their protagonists will not necessarily be given. However for *[17+ marks]* some will be named, or there will be an analytical interpretation of why blame or responsibility changes in time and differs in parts of the world. Of course acceptable answers focused on difficulties in assessing responsibility, bias, propaganda, support for ones own side *etc.* could also score well, *[8 to 10 marks]* for a narrative with implicit difficulties in reaching an agreement, *[11 to 13 marks]* where each event recounted is accompanied by a section on the problems of responsibility and *[14 to 16+ marks]* for a structured answer which analyses responsibility for various stages of the Cold War, pointing out the difficulty in assigning blame.

- 22. Account for the divergent views of the main participants (Churchill, Roosevelt and Stalin) at the conferences of Teheran and Yalta and explain how these differences caused problems in Germany and Eastern Europe up to 1950.**

Weaker students will probably recount some of the main areas of discussion at both conferences, then describe the problems between both sides in the Cold War in Germany and Eastern Europe. This could score [8 to 10 marks] with little comment, and up to about [13 marks] with comment and some linkage. For higher marks [14 to 16+], the two parts must be linked. At Teheran (28 November to 1 December 1943) the main difference was in the co-ordination of allied strategy in Europe. Stalin wanted an invasion via France to take pressure off the Eastern front. Churchill feared it would then be difficult to dislodge Soviet forces from Eastern Europe. Roosevelt favoured France on military grounds. Russian forces did secure control of Eastern Germany as well as Eastern Europe, thus contributing to the situation which caused problems there 1945-1950.

Yalta took place 4-11 February 1945. The main disagreement was about Poland; problems also arose with the inclusion of a French zone and free elections in Eastern Europe. All these caused problems between the two sides, with perhaps the greatest being the West's dismay at Stalin failing to keep promises that they thought he had made. Candidates could legitimately argue that although fear and distrust lay behind the divergence of view, some areas such as the formation of the United Nations were not controversial and also it was largely fear, and the inherent policy differences between USSR and Western Europe, going back to the old Russian Empire, rather than differences at Teheran and Yalta that led to problems 1945-1950. Mark the question as a whole, but award [12 marks] maximum if one conference is omitted.

- 23. Explain the part played by two of the following in the United States policy of containment: the Truman Doctrine; the Marshall plan; the formation of NATO; the Korean War.**

This relatively straightforward question will probably be very popular. Award approximately (but not rigidly) [7 marks] each for an explanation of containment and each of the two chosen topics, and demand more than a bare statement of what each was to reach a total of [8+ marks]. Interaction must be shown between containment and the chosen two, why they were adopted into the policy, how they were implemented, and what effects they had. Did they help to contain the spread of Communism or did they contribute to a climate of fear and thus prolong the Cold War? Of course the final assessment will express the candidate's opinion - legitimately so long as it is well supported with specific evidence. For [8 to 10 marks], answers may tend to narrate their chosen sections with only implicit reference to containment. For [11 to 13 marks], answers will probably deal with the three sections, but they may not be well balanced. [14 to 16+ marks] will be scored with focused analytical and balanced views.

- 24. Examine the economic effects of the Cold War on *two* countries each chosen from a different region.**

Any two countries including the superpowers can be chosen as long as they are from a different region and marks can be allocated 12/8 either way, so if only one country or one region is addressed mark out of [12 marks]. Candidates need to indicate how the country was affected by the Cold War: militarily involved in an actual war, a satellite, non-aligned, seriously wooed, *etc.* Points to consider would be trade, especially trade patterns and partners; enforced regulations (*e.g.* for Warsaw Pact countries); industry - was it geared for war?; agriculture; finance, deficit, borrowing, *etc.* Specific examples must be given for a satisfactory mark and [11 to 13 mark] essays, may contain an overall balance - benefit or loss? To obtain an overall mark of [14 to 16 marks] and higher there must be sound linkage of the economic effects to the Cold War, full details and some depth of analysis; for [8 to 10 marks], answers may be descriptions of the economies of two countries with little examination of the effects of the Cold War except by implication.

- 25. For what reasons and in what ways did 'peaceful coexistence' and 'détente' triumph in the Cold War?**

For what reasons could include equal balance of power; nuclear deterrent; fear; United Nations; expense of maintaining armed forces; change of climate of opinion; exhaustion; collapse of both USSR and its control of its satellite states. In what ways could include historic milestones *i.e.* Cuban Missile Crisis and hot-line; test ban treaties; work of dissidents; growth and realisation of nationalism; work of United Nations; Peace Groups and individuals' work towards ending the Cold War. For a satisfactory mark candidates must argue from evidence not state vague generalisations or describe the final stages with no reference to peaceful coexistence 'or' détente! Mark as a whole and credit original thought and analysis, with [14 to 16 marks] and higher. For [11 to 13 marks], answers will be more pedestrian but will contain reasons and ways. [8 to 10 marks] could be scored with a narrative of the latter stages of the Cold War plus some relevant comments.

Topic 6: The State and its relationship with Religion and with minorities

26. How and why have *either* religious or ethnic minorities oppressed their opponents?

A slight variation on methods used by minorities to overcome discrimination and why there is discrimination for minorities. A focus on how would explain the methods used by minorities to oppress their majority opponents (some candidates might question the concept of the majority being oppressed). This could include terrorism; war, especially guerrilla warfare with the help of outside support; appeals to international or regional organisations; propaganda campaigns. Why could include persecution and discrimination; failure of other methods; aim of foreign power to use the situation to destabilise the country concerned. **Either or** in this question can be understood as requiring a choice of religious or ethnic, or allowing examples from both. Demand some specific evidence from at least one state for a satisfactory mark, [8 to 10 marks], and reward detailed case studies focused on the set question with [14 to 16 marks] and higher. For [11 to 13 marks], answers will contain more detail and a more exact addressing of how and why.

27. “Minority women have always suffered a double disadvantage.” With reference to the experience of women in *two* countries each chosen from a different region, discuss the validity of this statement.

Clearly this question implies that women in certain countries suffer both gender and either racial or religious persecution when they are members of a minority. Candidates can of course disagree, or produce two case studies which show different conclusions. Specific evidence must be given to support the argument, and the two examples must be selected from different regions. If only one region is used mark out of [12 marks]. For [8 to 10 marks], answers will tend to narrate and describe the problems faced by minority women. [11 to 13 marks] will take more notice of double disadvantage and [14 to 16+ marks] will be scored by those who analyse the quotation, use specific examples and reach a conclusion about validity.

28. “Although the position of minorities is always difficult, in war time it becomes impossible.” How far do you agree with this statement?

This question does not specify religious or ethnic minorities but it is more likely to be applicable to ethnic minorities who in wartime are feared or at least suspected of being traitors, especially if their ethnic origin coincides with an enemy country. An example that will be familiar to many is the treatment of Japanese in North America during the Second World War, and of course an example probably known to all candidates is Hitler’s treatment of the Jews, who some would consider a religious and others an ethnic majority. Treatment could include exclusion; confiscation of property and businesses, concentration camps - with conditions varying from mild imprisonment to torture and death; humiliation; bankruptcy, *etc.* The question does not specify the number of examples to be used, but probably more than one is needed for [11 to 13 marks]. An emotive and generalised account of the treatment of Jews in Nazi Germany with no historical context or specific factual details would not reach [8 marks]. For [14 to 16+ marks], analysis of motives, if treatment was just and/or succeeded in its objectives, *etc.* is necessary. For [8 to 10 marks], answers will probably be unbalanced in both knowledge and comments.

29. Compare and contrast the treatment of *one* religious and *one* ethnic minority.

Comparative structure will probably score more highly than end on descriptions, when marks will depend on extent and quality of linkage. If only one minority is covered, [8 marks] cannot be reached. Some points to compare and contrast would be: size and strength of minority; aims; discrimination against; treatment; persecution; methods used to try to improve position; voting rights; social status, *etc.* Of course not all minorities, either religious or ethnic are persecuted and/or underprivileged - consider the whites in South Africa for most of the twentieth century. Award [8 to 10 marks] for end on descriptions with minimum linkage, and [11 to 13 marks] for full linkage. [14 to 16+ marks] should be scored by comparative structures provided they are accurate and adequate.

30. Examine the position of *two* of the following: Kurds in West Asia; Quebecois in Canada; Buddhists in Indochina.

Two separate sections, no linkage required. Some aspects that could be examined are: treatment by the majority; political social and economic status; aims and aspirations; methods used to improve their position (if necessary); retain their identity; *etc.* Better candidates will assess the overall situation of each and thus score higher marks for an analytical approach. Some students may join the two together with a topic structured essay. In such cases mark as a whole (otherwise allocate marks 12/8 either way so that if only one minority is tackled mark out of [12 marks]). Give [8 to 10 marks] for narrative descriptive answers with minimum examination, [11 to 13 marks] with some description which is explicitly examining the position, and [14 to 16+ marks] for a well structured essay focused on an analysis of the position of the two chosen minorities.
