



MARKSCHEME

May 2009

HISTORY

Higher Level and Standard Level

Paper 2

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Topic 1 Causes, practices and effects of war

N.B. Please note that the Cold War should not be used as an example of a war although conflicts that took place within the Cold War, e.g. Korea, are acceptable where relevant.

1. Analyse (a) the long-term causes and (b) the short-term causes of the Second World War.

It is intended that by dividing the question into two parts, (a) and (b), the candidates will exercise judgment as to which causes are long-term, and which are short-term, and give their reasons for this judgment. Do not penalise those who do not divide their answer, but if no judgment is given, this will weaken the answer and lower the mark. Candidates who describe everything that happened between the two world wars, probably chronologically, will not score well.

Clear analysis or explanation of why a person or event was a cause of war, must be evident for a good mark.

Of course there will be variations between candidates in what is considered a short-term cause and what is considered a long-term cause, and as long as the argument is convincing, it does not matter.

Some suggestions for long-term causes are:

- unresolved problems from the period leading up to the First World War such as nationalism and incomplete self-determination
- problems and inadequacies of the Paris Peace settlements
- economic, financial and social problems resulting from the First World War and the Wall Street Crash/depression
- the failure of the League of Nations to fulfil its expectations.

Short-term causes could include:

- aggressive and expansionist policies of militaristic and totalitarian states
- failure of the League of Nations to combat aggression *e.g.* by Germany, Japan and Italy
- appeasement by Western powers and the USSR (*e.g.* nazi-soviet pact)
- Incidents used as excuses to initiate conflict *e.g.* Polish-German border conflict, Sino-Japanese tensions.

[0 to 7 marks] for inadequate or irrelevant knowledge.

[8 to 10 marks] for narrative of causes with implicit analysis.

[11 to 13 marks] for specific details and balance between short- and long-term causes.

[14 to 16 marks] for clear structure, focus and analytical evaluation.

[17 + marks] for analytical judgement, balance and perhaps different interpretations.

2. Define limited war, and explain to what extent *one* twentieth century war was a limited war.

Limited war could be defined as a war which is confined to a limited geographical area; limited number of states are involved; and limited aims; also limited use of weaponry. Accept any other reasonable attempt to define “limitations”.

It could be argued that the definition applies to the “proxy wars” of the Cold War. Thus candidates need to show why the efforts of one or more countries in the selected war were “limited”; and that in spite of fears of escalation the war did not turn into a third world war or involve the USA and the USSR confronting each other openly in battle/war. Korea could be used as an example and perhaps Vietnam Civil wars could also be used.

Candidates could challenge the question, and all should consider “to what extent” by giving examples of ways in which the war was not limited, *e.g.* by using a vast array of weapons, and/or by receiving support, especially in relation to both sides of the Cold War.

[0 to 7 marks] for general comments.

[8 to 10 marks] for narrative descriptive answers with implicit focus.

[11 to 13 marks] for definitions and real attempts to focus on the question.

[14 to 16 marks] for acceptable definitions used as a basis for the question.

[17 + marks] answers for in-depth knowledge and interpretation.

3. Compare and contrast the social and economic issues caused by *two* wars, each chosen from a different region.

The demands of this question are that candidates compare and contrast social and economic issues resulting from two wars. These could include: war damage and the need to rebuild; financial loss and measures taken to restore the states’ finances; employment and unemployment; loss of trade and disruption of industry; post war industrial booms; social disintegration; social modernisation offering better lifestyles and conditions, *e.g.* for poorer workers and women; other gender issues; education; healthcare.

Actual details will depend on wars and countries chosen, and issues will be no doubt both harmful and beneficial. Do not expect all the above and credit other relevant ones.

[0 to 7 marks] for generalisations or if only one war or region is addressed.

[8 to 10 marks] for sequential accounts and implicit comparison.

[11 to 13 marks] for explicit comparison.

[14 to 16 marks] for specific knowledge in a comparative structure.

[17 + marks] for excellent specific knowledge in a balanced comparative structure.

4. To what extent did foreign involvement affect the outcome of *either* the Spanish Civil War, or the Vietnam War?

For the Spanish Civil War candidates need to assess to what extent the foreign powers aiding the Nationalists, that is mainly Germany and Italy, were responsible for victory, and to what extent those aiding the Republican side, such as the Soviet Union, and communists and left wing supporters, *e.g.* in the International Brigade, were responsible for its failure. Another area to consider is non-intervention. “To what extent” also invites candidates to consider the strengths and weaknesses of the nationalists and Republicans (economically, military and politically).

For the Vietnam War, candidates could consider the composition of both sides, internally and externally. The part played by the USSR and China in aiding N. Vietnam should be discussed as well as the role of the US and its allies in supporting S. Vietnam.

[0 to 7 marks] for inadequate/irrelevant knowledge.

[8 to 10 marks] for narrative of the chosen war with implicit focus on the question.

[11 to 13 marks] for explicit focus on the question.

[14 to 16 marks] for analytical, structured and focused answers.

[17 + answers] for thoughtful, balanced and pertinent answers.

5. For what reasons, and with what results, did the nature of war at sea change between 1939 and 1990?

This fifty year period covers the period from the outbreak of the Second World War to the end of the Cold War and the invasion of Kuwait.

Reasons could include advances in technology and changes in fighting methods and strategy. Large naval battles were not expected, but submarines were further developed for use against ships carrying supplies as global trade meant fewer countries were self-sufficient and more relied on imports. Land and air battles dominated, so landing craft and aircraft carriers, and later missile carriers, were developed.

Results could include the changing role of naval power, high tech ships and missiles. A lower percentage of the military/defence budget was allocated to navies, leaving them with fewer vessels and naval personnel.

[0 to 7 marks] for general comments.

[8 to 10 marks] for narrative with implicit reasons and results.

[11 to 13 marks] for explicit reasons and results.

[14 to 16 marks] for answers focused clearly on reasons and results.

[17 + marks] for accurate specific reasons and analysis of results.

Topic 2 Nationalist and independence movements, decolonization and challenges facing new states.

6. Analyse the impact of *either* the First World War *or* the Second World War on *two* independence movements, each chosen from a different region.

Both world wars affected the growth and success of independence movements. The Second World War weakened the European countries financially and materially; colonies became a burden rather than an asset in some cases. Also after the Second World War, partly as a result of the United Nations and partly because of the US attitude, freedom and independence were encouraged. The wars showed colonial populations that Europeans for example were vulnerable and soldiers from the colonies learned new skills and gained confidence.

Some of the above should be developed and specific data and evidence given for the chosen independence movements.

[0 to 7 marks] for vague generalisations.

[8 to 10 marks] for narrative of two movements with implicit focus.

[11 to 13 marks] for explicit focus on impact.

[14 to 16 marks] for structured answers analysing impact.

[17+ marks] for in-depth analysis or different interpretations.

7. To what extent was the granting of independence to India in 1947 due to the success of non-violent movements?

Candidates will probably understand this question as relating to Gandhi's non-violent movement and campaigns. These included: boycotting British goods; promoting cottage industries; civil disobedience; passive resistance: salt campaign; hunger strikes. Not all Indians agreed with his tactics, and the partition of India in the Independence Act of 1947 was against his wishes and principles. Candidates need to discuss the merits of the non-violent movements, and briefly and concisely consider other factors such as the policies of the British, of Jinnah, and the effect of the Second World War.

Candidates can take "India" to mean either the whole subcontinent, or the independent state of India.

[0 to 7 marks] for lack of adequate relevant details.

[8 to 10 marks] for narrative accounts with implicit focus on the question.

[11 to 13 marks] for explicit focus on the demands of the question.

[14 to 16 marks] for an analytical approach to non-violent movements.

[17 + marks] for balance, and thorough treatment of the demands of the question.

8. Compare and contrast the methods used by *two* leaders of independence movements, *one* in Africa, and *one* in Asia.

The wording of the question requires knowledge of the methods used by the two leaders during the campaign for independence. Their methods of ruling (if they did become rulers), would not be relevant, except perhaps as a conclusion.

Methods to use in the comparison could include: peaceful or violent; gathering an army, and fighting an actual campaign or not; legal or illegal; speech making, oral and written campaigning; use of propaganda; treatment of supporters and enemies; use of foreign support. Actual details will depend on leaders chosen, one of whom must be from Africa and the other from Asia.

[0 to 7 marks] for inadequate or irrelevant material or if only one leader is addressed, or if the rubric of one from Africa and one from Asia is not followed.

[8 to 10 marks] for sequential accounts with implicit comparison.

[11 to 13 marks] for explicit comparison.

[14 to 16 marks] for sound knowledge used in a comparative structure.

[17+ marks] for an extra quality, such as balanced comparative and contrasting evidence.

N.B. China would not be a valid example.

9. For what reasons, and with what results, did *one* non-European new state face social and economic problems in the ten years following independence.

Reasons could include: the colonial legacy; lack of education and health care facilities; poverty; an uneducated and untrained population; dependence on one crop; ethnic differences; upheaval due to cultural changes and attempts at modernisation; problems due to inexperience; unrealistic expectations; greed of the new regime which led to disruption of former lifestyle/occupations.

Actual details will depend on the state chosen.

[0 to 7 marks] for unsubstantiated assertions.

[8 to 10 marks] for narrative accounts with implicit focus on the question.

[11 to 13 marks] for focus on reasons and results.

[14 to 16 marks] for an analytical approach to reasons and results.

[17+ marks] for balance and in-depth analysis of reasons and results.

N.B. China and Cuba would not be valid examples.

10. Examine the successes and failures of the post-independence regimes *either* in Algeria between 1962 and 1979, *or* in Kenya between 1963 and 1978.

Algeria became independent in 1962, following an armed struggle. Ben Bella was president until 1965 when he was deposed by Boumedienne, who was president of a left wing state until 1979, and whose policies at times threatened his neighbours.

Kenya gained self government in 1963, and became a republic under Kenyatta's presidency in December 1964. All aspects of his regime/rule may be evaluated for successes and failures. One area that was probably surprisingly generally successful, was a period of economic growth and relative tribal harmony.

Candidates need to evaluate both successes and failures in areas of government, such as economic development, politics, foreign policy, law and order, social changes.

[0 to 7 marks] for inadequate or inaccurate knowledge.

[8 to 10 marks] for narrative accounts with implicit evaluation.

[11 to 13 marks] for explicit evaluation.

[14 to 16 marks] for specific knowledge thoroughly evaluated.

[17+ marks] for a grasp of difficulties and an in-depth evaluation of success.

Topic 3 The rise and rule of single-party states

- 11. “Unpopular rulers or governments, and their overthrow, were responsible for the formation of the majority of twentieth century single-party states.” To what extent do you agree with this assertion?**

Candidates need to understand and address the four demands of this question: unpopular rulers/governments; the nature of their overthrow; “to what extent” other factors led to single party states; and to give their verdict/conclusion on the quotation.

The question gives rulers in the plural, so candidates who only give one example will not score well. The question should probably be answered thematically. Candidates should have no problem with finding examples upon which to base their evidence. No doubt Castro, Hitler, Lenin and Mao will be used. Stalin, however, is not a valid choice.

[0 to 7 marks] for sweeping general statements.

[8 to 10 marks] for narrative accounts (probably an account of one single-party state will fit this band).

[11 to 13 marks] for reasonable attempts to satisfy the demands of the question, by referring to the quotation.

[14 to 16 marks] for answers that use the quotation to address the demands of the question.

[17 + marks] for well balanced analysis of the quotation.

N.B. If only one state or ruler is addressed, mark out of 12.

- 12. Evaluate the methods used by *either* Lenin between 1918 and 1924 *or* Mussolini between 1922 and 1939 to consolidate his rule.**

The question requires candidates to evaluate policies of Lenin or Mussolini that were intended to consolidate their rule and keep them in power. Domestic and foreign policies would be relevant for both these rulers, and they should be well known. There must be some depth of detail and evaluation or analysis for the top bands.

[0 to 7 marks] for general comments.

[8 to 10 marks] for narrative of methods / policies with implicit evaluation of consolidation.

[11 to 13 marks] with explicit evaluation of specific methods / policies consolidation.

[14 to 16 marks] for detailed, well-supported analysis of specific methods/policies used for consolidation of power.

[17+ marks] for balance and perhaps different interpretations.

13. To what extent was foreign policy (a) the key to success, or (b) the reason for failure, for the rulers of two single-party states, each chosen from a different region?

Candidates need to select two rulers, one each from two different regions, and for (a) explain foreign policy successes, and note how these contributed to the overall success of the regime.

For (b) the same has to be done with failures in foreign policy, explaining why certain areas of foreign policy could be considered failures, and the effect on the regime. Candidates could also assess whether the regimes were mainly regarded as successful or not.

Probably one European, such as Hitler, Mussolini, Lenin or Stalin will be chosen together with Mao or Castro. Of course others can be chosen.

Candidates may focus their entire question on either success or failure. Candidates who address both success and failure should not be penalised but judged on the quality of the response.

[0 to 7 marks] for general comments that lack specific details.

[8 to 10 marks] for narratives of the foreign policies of two rulers with implicit success and failure.

[11 to 13 marks] for explicit attention to success and failure.

[14 to 16 marks] for exact focus and analysis of success and failure.

[17 + marks] for pertinent analysis of extensive evidence.

N.B. If only one ruler or one region is addressed, mark out of 12.

14. Analyse the successes and failures in solving the problems faced by either Castro or Nasser.

Candidates need to state the problems faced by their chosen ruler when he came to power, and while in power, and then analyse how, and how successfully, these problems were solved.

Castro obtained power in 1959, and still held it in 1995. Nasser was in power from 1954 until his death in 1970.

Both rulers faced problems due to the nature of their rise, their inherited situation, financial and economic problems, domestic and external problems, and political problems. Also both were confronted with a largely illiterate, untrained population. Cold War politics and developments need to be addressed. Nasser sought to influence Africa and the Middle East whereas Castro's first area of interest was Latin America although his foreign policy also extended to Africa.

[0 to 7 marks] for general assertions.

[8 to 10 marks] for narrative accounts with implicit attention to problems.

[11 to 13 marks] for explicit focus on problems and solutions.

[14 to 16 marks] for structured analytical answers.

[17 + marks] for extensive knowledge and in-depth pertinent analysis.

15. For what reasons, and with what results, did rulers of single-party states both support and censor the arts?

Evidence, ideally, is needed from more than one state, and that a thematic approach is more likely to score well, but no particular number of states is asked for. An in-depth analysis of one state might be worth more than a simplistic general survey of many states.

For reasons for supporting the arts (all art forms would be valid), candidates could mention: propaganda; for prestige; to win support and praise from the public at home; to foster nationalism and develop national culture; to deflect criticism from unpopular measures.

Reasons for censoring the arts could include: to stop personal criticism, or criticism of the government/state (for example in plays, films and cartoons); to eliminate “foreign” and unwelcome art forms and styles; to punish artists who did not support the regime and stop the public supporting them.

Results of both support and censorship were similar: a distinct and recognisable style of art; poverty for those artists that did not comply, and wealth and favour for those who did; stifling of originality; widespread use of the arts for propaganda and support for the ruler and the regime; lack of variety and foreign influence in the arts.

Specific details must be used, and to reach the top bands answers should include evidence from more than one single-party state.

[0 to 7 marks] for unsubstantiated generalisations.

[8 to 10 marks] for narrative accounts with implicit reasons and results.

[11 to 13 marks] for specific details for reasons and results.

[14 to 16 marks] for clearly structured answers with analysis of reasons and results.

[17 + marks] for original, imaginative and knowledgeable essays.

Topic 4 Peace and cooperation: international organizations and multiparty states**16. Analyse the successes and failures of the League of Nations between 1920 and 1930.**

Candidates need to analyse all aspects of the League of Nations, during the first ten years of its existence. This can include its foundation, for example, its covenant and agencies, which no doubt will be criticised.

The League's work between 1920 and 1930 could include: mandates; treatment and help for refugees; ILO; Balkan, Baltic and Latin American disputes; provision of loans for reconstruction of Danubian states; disarmament; and territorial disputes. The composition of the League, could also be considered.

Candidates should analyse some of the above, judging them for success or failure.

[0 to 7 marks] for inadequate or inaccurate knowledge.

[8 to 10 marks] for narrative of the League with implicit success and failure.

[11 to 13 marks] for explicit attention to success and failure.

[14 to 16 marks] for specific evidence and analysis of success and failure.

[17 + marks] for pertinent balanced analytical answers.

17. (a) Explain why *one* international organization was founded.
- (b) To what extent was its structure and organization appropriate for implementing [carrying out] its aims?
- (a) The demands of this part are that a full explanation of why the organization was founded is given and hence what its aims were in order to satisfy and fulfill the reasons for its foundation.
- (b) Continuing from (a) candidates are required to examine the structure and organization of the chosen international organization and judge if it was possible to fulfill the original aims and reasons for its foundation with its structure and organs.

Do not penalise candidates who treat the question as a whole, but for higher marks they must address its demands clearly. No doubt the League of Nations or the United Nations will be chosen by most candidates.

N.B. No division of marks are prescribed; the question can be marked as a whole or the division between (a) and (b) allocated as best fits the answer and benefits the candidate.

[0 to 7 marks] for inadequate treatment of the question.

[8 to 10 marks] for narrative or descriptive answers with implicit focus.

[11 to 13 marks] for explicit focus on both parts of the question.

[14 to 16 marks] for an analytical approach.

[17+ marks] for balance and perhaps different interpretations.

18. Compare and contrast the social and economic policies of *two* multiparty states in the second half of the twentieth century.

The question requires detailed knowledge of social and economic policies, not political policies, of two selected multiparty states.

Social could include: education; healthcare; social benefits; religion; multiculturalism and other cultural issues; the arts and media.

Economic could cover: finance including taxation; trade, internal and external; sales taxes or duties; employment and unemployment; agriculture; industry.

[0 to 7 marks] for vague or irrelevant material or if only one state is considered.

[8 to 10 marks] for sequential accounts with implicit comparison.

[11 to 13 marks] for explicit comparison.

[14 to 16 marks] for appropriate knowledge used in a comparative structure.

[17 + marks] for balance and analytical comparison and contrast.

19. To what extent did *either* Argentina between 1983 and 1995 or Japan between 1945 and 1952, benefit from being a multiparty state?

Both Argentina and Japan became multiparty states after a period of authoritarian rule. The previous regime could be briefly mentioned, but the focus of the question should be the benefits enjoyed (or not) following their transition to multiparty states.

All areas of government policies such as political changes, political parties, social and economic measures, financial stability, foreign policies, freedom of individuals, cultural changes, gender issues and education, could be considered. Actual policies will depend on the country chosen.

Japan became a multiparty state following its defeat in the Second World War, and US occupation. Argentina became a multiparty state in 1983 (under President Alfonsín) following a period of military rule.

[0 to 7 marks] for inaccurate or inadequate knowledge.

[8 to 10 marks] for narrative with implicit assessment of benefit.

[11 to 13 marks] for explicit assessment of benefit.

[14 to 16 marks] for specific details and analysis.

[17+ marks] for analysis and attention to “to what extent”.

20. **“The concept of democracy was the ideal basis for a twentieth century multiparty state.”
To what extent do you agree with this statement?**

Candidates could consider the concept of democracy, and discuss if it is the best form of government and if twentieth century democracy, as in multiparty states was real democracy. Was the form of elected representatives usually elected on party lines a true democracy? Were constituencies equal? Was the five year term which most twentieth century legislatures had too long? Did the party system, especially with proportional representation, lead to too many weak coalitions? Actual examples should be used to substantiate for points made.

Alternative forms of government could also be analysed and perhaps compared and contrasted with multiparty democracy.

[0 to 7 marks] for weak general comments.

[8 to 10 marks] for descriptions of one or two multiparty states, with implicit focus.

[11 to 13 marks] for genuine attempts to address the quotation.

[14 to 16 marks] for analytical answers clearly focused on the quotation.

[17+ marks] for originality and in-depth analysis.

Topic 5 The Cold War**21. What were the reasons for, and results of, the Truman Doctrine and Marshall Plan?**

The Truman Doctrine (12 March 1947) resulted from a speech given by President Truman to the US Congress. It pledged US support for, “free peoples who are resisting attempted subjugation by armed minorities or outside pressure”. It was prompted by the need to give aid to Greece and Turkey, to prevent them falling under communist control. It could also be deduced that the actions of the USSR in Eastern Europe led to this move. It marked a switch to active anti-communism by the US administration; it established the policy of containment and contributed to the development of the Cold War.

The Marshall Plan originated from a speech by George Marshall at Harvard on 5 June 1947. It offered financial aid from the USA for a programme of European recovery. It was based on the fear that poverty would encourage the spread of communism in European countries. Its intention was to ensure economic recovery for both security and economic reasons. The results were suspicion from the USSR, and the recovery of Western Europe from the dislocation of the Second World War. Congress approved Marshall “aid” totalling \$17 billion to be administered through the Organization for Economic Co-operation and Development (OECD) between 1948 and 1952.

If only the Truman Doctrine or the Marshall Plan is addressed mark out of 12.

[0 to 7 marks] for inadequate or inaccurate knowledge.

[8 to 10 marks] for narrative answers with implicit reasons and results.

[11 to 13 marks] for explicit reasons and results.

[14 to 16 marks] for analysis of reasons and results.

[17 + marks] for in-depth analysis and/or different interpretations.

22. Define, and analyse the importance of, two of the following: (a) containment
(b) COMECON
(c) détente
(d) east European satellite states.

Definitions and importance could be:

Containment was the policy adopted by the USA in 1947 in response to Soviet policies of expansion at the end of, and after, the Second World War. It aimed to contain communism. For importance, candidates could refer to the impact of containment on US foreign policy both in Europe and elsewhere.

COMECON – the Council of Mutual Economic Assistance, was established in Moscow by Stalin in January 1949, to improve trade between the USSR and its satellite Eastern European states. It was a reaction to the Marshall Plan and the economic power of the west. It eventually consisted of 10 member states, was dominated by the USSR, but there were often disagreements. It was disbanded in 1991. Its importance would include the way it was used to extend political influence as well as to control the production and distribution of goods within the communist world *etc.*

Détente was a term used to indicate the lessening of tension between the two sides of the Cold War. The term is usually applied to the improved relations, beginning in November 1969 with the Strategic Arms Limitation Talks (SALT). There were several agreements between the USA and USSR in the 1970s including SALT I (1972), SALT II (1979) and those made at the Helsinki Conference in 1975 on economic and technological cooperation. In the 1980s détente was interrupted by further arms build-up, but returned with the policies of Gorbachev, from 1989 into the 1990s. Its importance would include the change it signified in relations between Cold War rivals, enabling arms control agreements *etc.*

The Eastern European satellites were the states “liberated” by Russian forces at the end of the Second World War, and then held under Soviet control. Free elections were not held and force was used to repress dissent and rebellion. It could be argued that events in some of the states during the 1980’s contributed to the collapse of the Soviet Union and the end of the Cold War.

[0 to 7 marks] for insufficient data.

[8 to 10 marks] for narrative or descriptive answers with implicit definitions and analysis.

[11 to 13 marks] for explicit definitions and some analysis of importance.

[14 to 16 marks] for clear definitions and analysis.

[17 + marks] for an extra skill such as different interpretations.

23. Assess the social and economic impact of the Cold War on *two* countries, each chosen from a different region.

For social: lifestyles, employment, education, the arts and entertainment, healthcare, family life, religion, *etc.*

For economic: impact on trade and industry; money spent on armaments; impact on standard of living, higher or lower; trade partners; foreign aid in order to win support.

Specific details will depend on countries chosen, which must be from different regions. Perhaps the US and USSR will be popular choices, and as two countries are demanded, do not expect all the above suggestions to be covered.

N.B. If only one country or one region is addressed, mark out of **[12 marks]**.

[0 to 7 marks] for unsubstantiated generalisations.

[8 to 10 marks] for narratives with implicit impact.

[11 to 13 marks] for explicit impact.

[14 to 16 marks] for clear assessment of impact.

[17+ marks] for balance and in depth assessment.

24. Analyse the role of mutual distrust in the development of the Cold War between 1953 and 1975.

Mutual distrust is usually part of a question on the causes of the Cold War, but this question requires its consideration as a factor in the development, from 1953 – the year of Stalin’s death and the end of the Korean War – to 1975, the year that US advisers left Vietnam. Candidates could consider some of the following: the mutual distrust between US presidents and USSR leaders; arms, especially nuclear build-up; space race; efforts to score over each other; rivalry between Warsaw Pact and NATO; development and treatment of satellite states or spheres of influence. The main crises and conflict of the period, Hungary and Suez, 1956, Berlin Wall, 1961, Cuban missile crisis, 1962, Vietnam War 1965–1973, all had some impact from mutual distrust. The last few years also witnessed some *détente* and arms limitation, which some candidates may also discuss.

[0 to 7 marks] for a few general comments.

[8 to 10 marks] for narratives of the Cold War 1953–1975, with implicit focus on mutual distrust.

[11 to 13 marks] for explicit focus on mutual distrust, which gives specific evidence from at least two of the areas.

[14 to 16 marks] for analysis of how mutual distrust had an impact on the period, using a variety of examples.

[17+ marks] for a balanced approach and in-depth understanding and analysis.

25. Why did the Cold War begin and end in Europe?

The origins of the Cold War began in Europe because it developed out of the 1917 Russian Revolutions, and the attitude to the Soviet regime by the West. The immediate causes were connected with the Second World War; with events such as the German invasion of Russia; the Soviet invasion of Germany and eastern Europe; the disintegration of the wartime alliance after the defeat of Hitler and Nazi Germany; and disagreements often based on the different ideologies of East and West. Actual disagreements about Germany, especially (Berlin and Poland) would be relevant as would the wartime conferences and other conflicts within Europe up to about 1950. The 1960s and 1970s need not be discussed.

The Cold War ended in Europe because of rising dissatisfaction within the Soviet bloc, the dire financial straits of the Soviet Union, and the policies of Gorbachev. It could be noted that communist regimes continued outside Europe.

[0 to 7 marks] for inadequate knowledge and comments.

[8 to 10 marks] for narratives of the end or beginning of the Cold War, with implicit reasons.

[11 to 13 marks] for explicit reasons for beginning and end.

[14 to 16 marks] for analysis of reasons.

[17+ marks] for another dimension, such as different interpretations.

Topic 6 The state and its relationship with religion and with minorities.**26. Compare and contrast the treatment of ethnic minorities in *two* countries.**

Candidates can choose any two countries but it would be easier for contrast if the two chosen states differed in their treatment of minorities. Treatment can cover all areas from complete equality to persecution including genocide. Specific evidence to be compared and contrasted will depend on countries chosen. Jews in Nazi Germany would be a valid choice as would Native or African Americans.

[0 to 7 marks] for inadequate or inaccurate material, or if only one minority is addressed.

[8 to 10 marks] for sequential narrative accounts with implicit comparison.

[11 to 13 marks] for explicit comparison.

[14 to 16 marks] for specific details in a comparative structure.

[17+ marks] for a thorough and balanced comparison.

27. For what reasons, and with what results, were religious minorities persecuted in *two* countries, each chosen from a different region?

Some suggested reasons for the persecution of religious minorities are: lack of understanding; fear for the state religion, which may have a monopoly; financial reasons; state greed and the wish for having a reason to seize assets, impose fines or other financial penalties; fear of terrorist acts, or war, from fellow members of the persecuted religion abroad. No doubt candidates can produce other reasons relating to their chosen states.

Results for both the persecutor and the persecuted could include short-term material benefits and long-term harm for the former and generally harmful effects ranging from inequality and poverty, to imprisonment and death for the persecuted minority.

N.B. Mark out of *[12 marks]* if only one country or region is addressed.

[0 to 7 marks] for general comments.

[8 to 10 marks] for narrative with implicit reasons and results.

[11 to 13 marks] for explicit reasons and results.

[14 to 16 marks] for structured, focused, analytical answers.

[17 + marks] for detailed knowledge and in-depth analysis.

28. In what ways did the religious and cultural differences of minorities (a) hinder integration and (b) lead to discrimination?

For (a) candidates could consider: the wish of minorities to retain their identity; fear of the majority leading to emphasis of differences; pride in minority culture and/or religion; cultural differences (different languages, and difficulty of understanding the majority language); different cultures could cause inability/difficulty of obtaining employment, hence poverty; lack of understanding and tolerance by both parties.

For (b) candidates could consider: lack of understanding; fear and suspicion of differences; fear of terrorism; lack of resources by government could lead to unwillingness to help, or even wish to profit from differences; states with an official religion often persecuted “non-believers”.

Actual details will depend on states chosen.

Mark as a whole, and do not demand equal treatment of (a) and (b), or penalise candidates who do not divide the answer into (a) and (b).

[0 to 7 marks] for uncoordinated comments.

[8 to 10 marks] for narrative/descriptive answers, with implicit focus.

[11 to 13 marks] for answers which satisfactorily address both parts.

[14 to 16 marks] for structured, analytical answers.

[17 + marks] for specific evidence to support a clear argument.

29. **“Women in religious or ethnic/racial minorities often experienced double discrimination, as women, and as members of a minority.” To what extent do you agree with this statement?**

Discrimination could refer to the fact that women in some minorities lacked education and job opportunities because of their culture or religion, or that in other cases the majority in the state did not support education and training or employment outside the home.

[0 to 7 marks] for unsupported general statements.

[8 to 10 marks] for narrative accounts of a few cases.

[11 to 13 marks] for answers focused on the quotation.

[14 to 16 marks] for detailed focus and analysis of the quotation.

[17 + marks] for thoughtful interpretations of the quotations.

30. **In what ways, and with what results, did treatment of minorities change in *one* country during the twentieth century?**

Candidates need to explain how the treatment of one or more minorities changed during the period and whether the results of the change helped or harmed the minority or minorities. For example, candidates could choose the Jewish minority in Germany before, during and after the Nazi regime or any other minority.

[0 to 7 marks] for inadequate or irrelevant material.

[8 to 10 marks] for narrative with implicit change.

[11 to 13 marks] for explicit treatment of reasons for and results of changed treatment.

[14 to 16 marks] for an analytical response.

[17 + marks] for extensive specific knowledge and analysis.
