



# **MARKSCHEME**

**May 2010**

**HISTORY**

**ROUTE 2**

**Higher Level and Standard Level**

**Paper 2**

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*Paper 2 markbands: The following bands provide a précis of the full markbands for paper 2 published in the History guide (2008) on pages 71–74. They are intended to assist marking but must be used in conjunction with the full markbands found in the guide. For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate’s work please contact your team leader.*

<b>0:</b>	Answers not meeting the requirements of descriptors should be awarded no marks.
<b>1–3:</b>	Answers do not meet the demands of the question and show little or no evidence of appropriate structure. There are no more than vague, unsupported assertions.
<b>4–5:</b>	There is little understanding of the question. Historical details are present but are mainly inaccurate and/or of marginal relevance. Historical context or processes are barely understood and there is minimal focus on the task.
<b>6–7:</b>	Answers indicate some understanding of the question but historical knowledge is limited in quality and quantity. Historical context may be present as will understanding of historical processes but underdeveloped. The question is only partially addressed.
<b>8–9:</b>	The demands of the question are generally understood. Historical knowledge is present but is not fully or accurately detailed. Knowledge is narrative or descriptive in nature. There may be limited argument that requires further substantiation. Critical commentary may be present. An attempt to place events in historical context and show an understanding of historical processes. An attempt at a structured approach, either chronological or thematic has been made.
<b>10–12:</b>	Answers indicate that the question is understood but not all implications considered. Knowledge is largely accurate. Critical commentary may be present. Events are generally placed in context and understanding of historical processes, such as comparison and contrast are present. There may be awareness of different approaches and interpretations but they are not based on relevant historical knowledge. There is a clear attempt at a structured approach.
<b>13–15:</b>	Answers are clearly focused on the demands of the question. Specific knowledge is applied as evidence, and analysis or critical commentary are used appropriately to produce a specific argument. Events are placed in context and there is sound understanding of historical processes and comparison and contrast. Evaluation of different approaches may be used to substantiate arguments presented.
<b>16–20:</b>	Answers are clearly structured and focused, have full awareness of the demands of the question, and if appropriate may challenge it. Detailed specific knowledge is used as evidence to support assertions and arguments. Historical processes such as comparison and contrast, placing events in context and evaluating different interpretations are used appropriately and effectively.

**Topic 1 Causes, practices and effects of wars****1. Analyse the principal causes of *either* the Algerian War (1954–1962) *or* the Spanish Civil War (1936–1939).**

This question requires that candidates produce an analysis which focuses clearly on the important causes of either war. A simple narration of events will not be well rewarded.

The principal causes of the Algerian war may include: a desire for self-rule, which began after the First World War and was encouraged by the Fourteen Points of Woodrow Wilson; the poor economic and political conditions in which most Algerians lived – they had little land, were often unemployed, 75% were illiterate and had virtually no political rights; power was in the hands of European immigrants to Algeria who controlled the economy and political system and reacted violently to any suggestion of change in the system; religious factors played a role as the Algerian population was mostly Muslim while the Europeans were primarily Christians; the French failed to keep a promise that they had made during the Second World War to give Algeria independence; the severe repression by the French of all Algerian protest movements after the Second World War when militants formed the MNA party and the FLN.

The principal causes of the Spanish Civil War may include: the increasingly bitter reforms between the left-wing and right-wing in Spanish politics and society; Spain became a Republic and reforms alienated traditional supporters of the monarchy, the Church and the army; the seizure of Church property and the separation of the Church and state produced bitterness in traditional sectors of society; proposals to redistribute large estates alienated landowners and business men; revolts and strikes against the government met with violent suppression; Catalonia became semi-autonomous which led to fears about the break-up of Spain; the 1936 elections were won by the Popular Front whose policies brought considerable opposition from the right and this led to a revolt by a faction of the Army. The government opposed the attempted coup and civil war resulted.

**2. Assess the importance of air power in determining the outcome of *one* twentieth century war.**

This question will provide a wide range of choices for students. Popular choices will be the two world wars, Korea, Vietnam, the Falklands\Malvinas and the Gulf War. Students should not provide a narrative description, but focus on analysing how air power affected the outcome of the war.

Candidates may demonstrate that the outcome of the war was not greatly affected by air power. This may be supported with reference to the First World War or Vietnam.

Areas to consider how air power affected outcome may include:

- bombing of civilians and industrial targets;
- tactical bombing to support ground warfare – *blitzkrieg*;
- obtaining air superiority to deny the enemy the ability to attack;
- reconnaissance;
- control of the sea: securing shipping routes; destroying enemy warships and U-boats; supporting amphibious invasions;
- denying the enemy the ability to move troops or equipment on or to the battlefield.

**3. “Guerilla warfare was an important factor in achieving success in twentieth century wars.”  
To what extent do you agree with this statement?**

Candidates will be able to select evidence from a large number of wars where guerrilla warfare was used. Popular choices may include Vietnam, Korea, Malaya, China, partisans in the Second World War, Afghanistan 1979–1989.

Factors in achieving success may include: a secure base of operations; appropriate terrain from which to operate such as jungles or mountains; a strong political programme to attract and maintain popular support; commitment to a long-term strategy to wear down enemy resistance; external support including men, arms, equipment and financial resources; strong ideological commitment; a well-organized and committed organization; skilled, charismatic leadership; use of terror and coercion; weak opposition which lacks popular appeal, fails to make concessions or alienates the population through oppressive or unpopular policies.

In their conclusion candidates should make a judgment on the quotation, and perhaps briefly note other factors.

*If only one war is discussed then mark out of a maximum of [12 marks].*

**4. Examine the reasons for, and the results of, the Indo-Pakistan wars (1947–1971).**

There were three wars in this period and candidates should be able to identify reasons and results which are common to all of them and some that apply to only one or two of the wars.

Reasons for the wars could include:

- the sectarian violence that took place between Hindu and Muslim communities when India was divided in 1947; other long-term causes may include rivalry for influence in the South Asian region;
- the 1947 and 1965 wars were caused by ongoing territorial disputes specifically over the disputed areas of Kashmir;
- the 1971 war was the result of Indian support for the secession movement in East Pakistan; human rights and refugee issues were also factors in this conflict.

The results of the 1947 and 1965 wars were inconclusive as territorial boundaries did not change and there was no resolution of the dispute. The rivalry encouraged an arms race between the two states ultimately leading to the acquisition of nuclear weapons. The Indian victory in the 1971 war led to the establishment of the independent state of Bangladesh.

The overall result of these wars was continued armed conflict, bitterness and tension as none of the basic issues had been resolved.

**5. Analyse the reasons for the defeat of Germany in *either* the First World War *or* the Second World War.**

The reasons for German defeat in the First World War could include, but not be limited to: the necessity of fighting a war on two fronts due to the failure of the Schlieffen Plan; lack of strong allies; lack of key economic resources as supplies were cut off by the Allied naval blockade; the failure of submarine warfare to cripple the Allied war effort; involvement of the USA which meant Germany was faced with overwhelming industrial strength and manpower; internal political unrest.

The reasons for German defeat in the Second World War could include: failure to mobilize the economy fully for a lengthy war; failure to prepare for an unexpectedly long war against the Soviet Union; strength and ferocity of Soviet resistance; lack of key economic resources such as oil; declaration of war on the USA which brought in a powerful opponent; failure to defeat Britain; the overwhelming industrial power of the Allied countries; Allied bombing campaigns that affected war production; Germany's lack of strong allies; failure to coordinate strategy with Japan; Hitler's racial policies which alienated possible supporters; the failure of submarine warfare to cut off supplies to the Allies; strategic errors by Hitler.

**6. In what ways, and with what results, did twentieth century wars increase the role and status of women?**

This is an open-ended question on how twentieth century wars altered the role and status of women. It suggests that wars raised their status but some candidates could find evidence to challenge this. The best answers will include evidence from specific wars.

Ways could include: the role of women in the war effort, both conventional and guerilla; their expanded role in the workforce; the way in which relevant ideology may have influenced the use of women during the wartime.

Results may include increased employment opportunities; increased responsibilities as heads of families; gaining the right to vote; becoming part of the political process.

*If only one war is discussed, mark out of [12 marks].*

**Topic 2 Democratic states – challenges and responses.****7. Discuss the advantages and disadvantages for democratic states of (a) coalition governments, and (b) proportional representation.**

Coalition governments are those which include members from various parties who agree to work together for the good of the state. Advantages include the availability of a wide variety of opinions in cabinet and the reflection of a broader political consensus. Disadvantages could include the need for compromise among different political parties making it more difficult to form a government.

Proportional representation is a system of voting designed to ensure that the legislature reflects the strength of support for all parties taking part in the election. Advantages include: that it is considered that it more accurately reflects the strength of support for the various parties and that a vote for a small party is not a “wasted vote”. Disadvantages could include that government may be weaker and it may be more difficult for the government to achieve a majority vote in the legislature.

For better answers expect a well-developed analysis and evidence relating to specific countries.

*If only (a) or only (b) is addressed, mark out of a maximum of [12 marks].*

**8. In 1963 de Gaulle said: “For all of us Frenchmen, the guiding rule of our time is to be faithful to France”. To what extent did his policies follow this rule?**

Charles de Gaulle (1890–1970) was leader of the Free French during the Second World War, emerged in 1944 as head of the Provisional Government, but resigned in 1946. He was on the political sidelines until 1958 when the Algerian situation led to his recall as the last prime minister of the Fourth Republic. He drew up a new constitution which was accepted by a referendum and became the first president of the Fifth Republic from 1959 until 1968.

His main policies, which could be analysed in order to reach a judgement of the quotation could include: reaction to the Algerian revolt after which Algeria was granted independence in 1962; granting independence to other French colonies; policies towards the European Community (including friendly relations with Germany and opposition to Britain’s entry); relations with USA and NATO; reaction to domestic unrest, especially from students in 1968; constitutional reform after which he lost a referendum in 1969 and resigned.



**9. Compare and contrast the policies of *two* of the following: Kennedy; Nehru; Mandela.**

John Kennedy (1917–1963) was elected to the House of Representatives, later to the Senate before being elected as president of the USA in 1960. His most important policies included: social reform with his “New Frontier” legislation; civil rights including the desegregation of education; moderation but firmness in foreign policy, *e.g.* the Cuban Missile Crisis. He was assassinated in November 1963.

Jawaharlal “Pandit” Nehru (1889–1964) joined the Indian National Congress Committee in 1918 and was president of the Indian National Congress from 1929. He was a follower and sometime critic, of Gandhi. From 1947 to 1964, Nehru was India’s first prime minister. His most important policies included: involvement in the non-aligned movement; industrialization and modernization; dealings with Pakistan, especially over Kashmir.

Nelson Mandela was born in 1918, joined the African National Congress in 1944 and worked against apartheid. He was sentenced to life imprisonment in 1964 and released in 1990, after an international campaign. In 1993 he, together with F W de Clerk, was awarded the Nobel Peace Prize. After the first multi-racial elections in 1994, he became the first black president of South Africa. Although he worked for peace, reconciliation and equality for all races in South Africa, poverty and violence continued.

Candidates can be expected to concentrate on the policies of these leaders when they were in power, but may refer to some of the earlier political actions.

*If only one leader is addressed, mark out of a maximum of [7 marks].*

**10. Why was the Weimar state set up as a democratic state in Germany, and why did it fail to fulfil its promise and purpose?**

The first part of the question suggests that candidates should consider the reasons for the establishment of the Weimar republic and why it was set up as a democracy.

On 9 November 1918, a republic was proclaimed in Berlin and after elections in January 1919 a National Assembly met in Weimar in January 1919 to write a constitution. The reasons for the setting up of the democratic state included Germany’s defeat in the First World War and the abdication of the Emperor William II. When it requested an armistice one of the conditions imposed on Germany was that it introduce a democratic process.

Its failure will probably be based on three main areas: the weaknesses of the Weimar Constitution; its connection with the treaty of Versailles; the economic crisis of 1929 and subsequent reliance on Presidential government; the appointment of Hitler as Chancellor.

**All these points should be well-known, so demand specific details as evidence but Weimar, and not the rise of Hitler, should be the focus of the answer.**

**11. Analyse the successes and failures of *one* democratic state in the second half of the twentieth century.**

Candidates must choose one democratic state and examine and judge the successes and failures of the government. They should begin by defining the aims of the state. These may include: peace; law and order; civil rights; equality; a reasonable standard of living; full employment. An analysis of these needs should follow in order to reach a verdict on the successes and failures of the government. Any democratic state is valid but specific laws, policies, *etc.* should be explained and their success or failure analysed.

**12. In what ways, and to what extent, were social issues such as health care, education and religion important for democratic governments?**

“In what ways” suggests that candidates need to explain how and why the mentioned social issues were important for the prestige, well-being, and continuation of democratic states/governments. Candidates could consider for instance the benefits gained from having a healthy, well-educated population. Moreover, a country free from religious discrimination is important both for peace and harmony among different religious communities. “To what extent” suggests how much emphasis a democratic state should place on social issues. Candidates could mention other areas that are important, but the main focus should be on social issues.

*If only one state is addressed mark out of a maximum of [12 marks].*

**Topic 3      Origins and development of authoritarian and single-party states**

**13. Analyse the circumstances that helped *one* right-wing leader to become the ruler of a single-party state.**

This will probably be a very popular question, as candidates are usually knowledgeable about the rise of single-party state rulers.

Some circumstances that could be included are: a weak unpopular government in power; lack of law and order during or after a war; the emergence of alternatives to the existing government; poverty and a weak economy; the political ambitions of powerful supporters; fears of civil war or revolution.

Expect arguments to be well-supported by specific evidence.

*If a left-wing leader is chosen, award [0 marks].*

**14. Discuss (a) the support for, and (b) the ideology of, *one* left-wing ruler of a single-party state.**

The use of the word “ruler” means that the leader is already in power. Material on the leader’s rise to power would not be relevant except perhaps in a brief introduction, or noting that those who supported the rise had continued to support him while in power.

For (a) support, candidates could consider some of the following: political supporters; racial, ethnic or religious support; what the leader offered in exchange for support; the use of propaganda in winning and maintaining support; support of the armed forces; appeal to a certain class; foreign support.

For (b) ideology, candidates need to name and define the ideology (for example, Communism, Socialism, Marxism) and assess to what extent the ideology was followed and used or adapted to suit the needs or wishes of the ruler in order to keep him in power.

*If only (a) or (b) is addressed, mark out of a maximum of [14 marks]. Do not demand that the two are equally discussed, but there should be some balance, so reserve [6 marks] for the weaker section.*

*If a right-wing leader is chosen, award [0 marks].*

**15. Examine the role of the media in *one* single-party or authoritarian state.**

The main areas for candidates to examine are the press, radio and television, and film as they were the chief means of mass communication in the twentieth century. Some others might be relevant, such as posters. Candidates should show how the media was used as propaganda for obtaining and maintaining support for the authoritarian leader. Censorship may also be addressed. Sometimes candidates equate the media with propaganda but whereas the media was a tool of propaganda, it is not synonymous with propaganda. The media was also used as a means of indoctrination. Specific examples and details of media use and its effects on the population should be included. Unsupported generalizations will not score well.

**16. Compare and contrast the domestic policies of *two* of the following: Nyerere; Perón; Stalin.**

Some areas that could be compared and contrasted in domestic policy include: agriculture; trade; industry; finance; social legislation; education; religion; propaganda; the arts; the media; gender issues. Not all the above would be relevant for all three rulers.

**Nyerere**

Julius Nyerere was born in 1922 and became a nationalist leader in Tanganyika. He became President of the Tanganyikan African National Union, led his country to independence in 1961, and became prime minister. In 1964 Zanzibar joined with Tanganyika to form Tanzania. President Nyerere advocated a single-party state, because he believed that party politics would be divisive. He issued the Arusha Declaration in 1967, which outlined his policies, such as self-reliance, rather than foreign aid; and the state's right to control all means of production and exchange; and mass nationalization. His leadership code encouraged social equality for all citizens. In September 1967 in his paper "Socialism and Rural Development", Nyerere outlined his plans for socialist Ujamaa villages. These villages were supposed to be voluntary, but compulsion was used to move people, and agriculture suffered. Nyerere did improve health care, education and social services, but corruption continued and foreign aid was necessary to avoid famine. He resigned the presidency in 1985 and retired as Chairman of TANU in 1990.

**Perón**

Juan Domingo Perón (1895–1974) was president of Argentina between 1946 and 1955, and briefly again, between 1973 and 1974. His domestic policies, helped by his popular wife Eva until her death, were based on social policies (justicialism) to help the poor, and thus obtain and retain their support. He attempted to obtain self-sufficiency based on the expansion of industry and organization of the urban working class. Women's rights were improved by Eva Perón's efforts. At first the Church supported Perón, because of his social policies, but this support was lost as he became more dictatorial and anti-Catholic.

**Stalin**

Joseph Stalin (1879–1953) became leader/ruler of the Soviet Union by emerging successfully from the power struggle that followed Lenin's death in 1924. By 1928 Stalin could be said to be in power and his domestic policies included the following: the collectivization of agriculture; the elimination of the kulaks; industrial development and modernization; maintenance of power by all methods, including terror and purges; a cult of personality; education; persecution of religion and formation of a secular state; and the use of propaganda and censorship.

*If only one ruler is addressed, mark out of a maximum of [7 marks].*

- 17. In 1924 Hitler wrote: “The masses of the population are more affected by rhetoric than by any other force. All great movements are popular movements”. To what extent do you agree with this assertion?**

There are various ways to address this question; although many candidates will understand it to require an analysis of Hitler’s methods to win the mass of the German population to his cause. They could explain and analyse the following: the strength of the Nazis’ populist policies; the mass rallies stage-managed by Goebbels; the use of radio messages; the numerous posters and the enthusiasm they engendered. Candidates may also argue that Hitler’s regime was based more on terror and force than on rhetoric, even though Hitler was a persuasive orator.

The question may also be addressed with reference to other political movements and may argue that they were successful because of force carefully planned military campaigns or political coups. An analysis of how rhetoric was used effectively may be included but other factors may be considered to agree or disagree with the quotation.

- 18. Examine the methods used by *either* Nasser *or* Castro to maintain power.**

Note that this question does not ask about the rise to power of the chosen leader.

Gamal Abdel Nasser (1918–1970) was involved in the overthrow of King Farouk became prime minister of Egypt in 1954 and then became president until his death in 1970. Some of his methods of maintaining support and power could include social policies to modernize and improve Egypt; agricultural policies; the creation of political movements to unite the population; the nationalization of the Suez Canal; the building the Aswan Dam.

Candidates do not have to study foreign policy according to the new syllabus, so do not demand it, although candidates may consider Nasser’s policies towards Israel, as well as the formation of the United Arab Republic and Pan-Arabism.

Fidel Castro obtained power in 1959 and he was still in power at the end of the twentieth century. His methods included the following: social reforms, especially in education and health care; agricultural policies designed to increase diversification and improve prosperity (although these generally failed); nationalizing United States’ assets; ending US economic dominance; and introducing a Marxist Leninist programme, for which support and aid was received from the USSR.

Again, although foreign policy is not demanded, relations with the USSR and USA, and the Cuban Missile Crisis, will probably be mentioned by many candidates.

**Topic 4 Nationalist and independence movements in Africa and Asia and post-1945 Central and Eastern European states**

**19. What were the main areas of criticism of colonial rule in *either* French *or* Portuguese colonies?**

Regardless of the territories, criticism of colonial rule were often similar. Areas for consideration could include: the country was ruled for the benefit of the colonial masters, not for the indigenous population; the lack of political rights and limited participation in government; exploitation of mineral and agricultural resources; trade conducted for the benefit of the mother country, not the colonial state; a lack of education, training and employment; widespread poverty; colonial settlers owning a disproportionate amount of land.

Most French colonial territories in Africa, for example, were governed by a policy of assimilation and became part of a francophone community controlled by France. In reality, however, it was colonial authorities who maintained control and they resisted making concessions to local populations.

Portuguese colonial interest was long-standing because Portugal led fifteenth century exploration and conquest. In the colonies, Portuguese was the language of politics and administration, and the Portuguese were reluctant to grant independence.

Colonies is in the plural, so evidence should be taken from more than one colony. It would however be acceptable to concentrate on colonies in either Africa or Asia.

*If only one colony is addressed, mark out of a maximum of [12 marks].*

**20. “Non-violent movements to achieve independence rarely succeeded.” To what extent do you agree with this assertion?**

There are several ways to tackle this question. Some candidates will agree with the quotation, and use at least two examples to support this, although better candidates will explore the question more thoroughly.

It is difficult to decide, in some cases, if the granting of independence was a result of military action or peaceful protest. Often independence movements began with peaceful intentions although many ultimately resorted to violence

Candidates may provide a variety of examples to assess both sides of the argument, and perhaps state which was more successful, violent, or non-violent movements.

*If only one movement is addressed, mark out of a maximum of [12 marks].*

**21. Analyse the successes and failures of *either* Jinnah *or* Walesa.**

Muhammad Jinnah (1876–1948) became a member of the Indian National Congress in 1906 and the new Muslim League in 1913. He supported Hindu-Muslim unity until 1930 when he resigned from the Indian National Congress. He disagreed with Gandhi about parts of his civil disobedience programme and worked for a separate Muslim state, which was achieved with the formation of Pakistan in 1947. Jinnah became its first Governor General, thus he was successful in his separatist policy.

Lech Walesa was born in 1943. He was a shipyard worker, a trade unionist and leader of the independent trade union Solidarity which in 1980, challenged the Polish government's social and economic policies. He had the tacit support of the Catholic Church; was imprisoned in 1981, released in 1982 and received the Nobel Peace Prize in 1983. Walesa was influential for forming the first Polish non-Communist government in 1989. He became president of Poland in 1990, faced criticism for losing touch with Solidarity and lost the 1995 presidential election.

**22. To what extent did social and economic issues play an important part in *one* independence movement in *either one* colonial state *or one* Soviet satellite state?**

Social and economic issues for either a colonial or a Soviet satellite state could include some of the following: poverty; lack of consumer goods; poor facilities for health care, education; low wages; economic demands imposed by either the colonial power or the USSR; religious persecution. "To what extent" enables candidates to assess other factors such as lack of political rights; political persecution; repression of independence or dissident organizations and movements. Candidates must not dismiss social and economic factors without first analysing them and using specific evidence to show that other issues may have been more important than social and economic ones.

**23. Compare and contrast the independence movements in *two* of the following: Algeria; Ghana; India/Pakistan.**

Algeria obtained independence from France in 1962, following a bitter campaign. The first formal demand for independence came after the First World War from Algerians living and working in France. Growing resentment against French colonial rule, fuelled by Arab nationalism, became more widespread after the Second World War. The National Liberation Front (FLN) was founded in the early 1950s, and under the leadership of Ben Bella fought the Algerian War of Independence from 1954 to 1962. The war led to the collapse of the Fourth Republic and the return of de Gaulle to power in France. He was unable to defeat the FLN and this led to the Evian Conference and the granting of Algerian independence in 1962.

Ghana, formed by the union of the British Gold Coast and British Togoland, was the first British colony in Africa to obtain independence. It became an independent republic within the Commonwealth in 1960. The independence movement was led by Kwame Nkrumah, who was educated in USA and Britain. He formed the Convention People's Party in 1949 and led the demand for freedom with strikes and boycotts. He negotiated and obtained independence, becoming Ghana's first prime minister.

India/Pakistan obtained independence as separate countries in 1947. Candidates should be well informed on this topic. The important role of Gandhi, Nehru and Jinnah should also be considered. Of relevance would be Gandhi as leader of the Indian National Congress, his policies of non-violence and non-cooperation, his salt march and civil disobedience, and attendance at the Round Table Conference in 1931. He opposed separation and condemned communal violence. The role of Nehru in the Congress Party and Jinnah's support for a separate Muslim state may also be addressed. (There are also notes on Jinnah in question 21.)

In stronger answers candidates would use a comparative structure. Areas of comparison and contrast could include: the presence of a charismatic leader; resistance to independence by the colonial power; the use of violence/non-violence by the independence movement.

*If only one movement is chosen, mark out of a maximum of [7 marks].*



**24. For what reasons, and with what results, was *either* Czechoslovakia or Hungary able to achieve independence?**

Reasons and results for either Czechoslovakia or Hungary will be similar in many aspects as both were able to achieve freedom from soviet control as a result of the weakening of the Soviet Union. Answers should focus on specific developments in Czechoslovakia and Hungary as opposed to those in the Soviet Union.

The movement in Czechoslovakia may be linked to the Prague Spring of 1968 and the emergence of Charter 77 as a result of the Helsinki Final Act of 1975. Candidates may also refer to the role of Vaclav Havel student protests support of the Church and the impact of revolutions in Hungary and Poland. The result was the Velvet Revolution of 1989 and the subsequent division of the country.

In 1956 Hungary was given some hope of liberalization after Khrushchev's denunciation of Stalin. Reforms were demanded and the new prime minister, Imre Nagy, announced Hungary's withdrawal from the Warsaw Pact. In response to this Soviet troops and tanks crushed the rising and Nagy was executed. In 1989, influenced by the reformist policies of Gorbachev, pressure for political change came from within the Hungarian Communist Party. It opened its border with Austria and later that year Hungary declared itself a democratic state. Multi-party elections were held in 1990.

**Topic 5      The Cold War****25. To what extent were the policies of the United States responsible for the outbreak and development of the Cold War between 1945 and 1949?**

This question might trigger the debate about the “different schools” of thought on the origins of the Cold War. This is acceptable providing that candidates answer the demands of the question and address the policies of the USA during this period. Soviet policies could also be discussed to accept, debate or deny USA responsibility.

Candidates may include some of the following: adherence to decisions made at Yalta and Potsdam; the testing and use of atomic weapons, the occupation of Germany; the policy of Containment as applied through the Truman Doctrine and Marshall Plan; the unification of the Western allies’ zones of occupation; currency reform; the response to the Berlin Blockade; the formation of NATO.

**26. Compare and contrast the significance of leaders in *two* Cold War conflicts, each chosen from a different region, between 1950 and 1963.**

Candidates will probably interpret conflict to mean armed conflict, for example, Korea, Suez, Hungary, and the Congolese Civil War. Another interpretation of conflict could be an increase in tension such as in Guatemala, during the Cuban Missile Crisis and after the construction of the Berlin Wall. Regardless of the conflicts chosen, candidates must focus on the role of the relevant leaders in the development of the conflict and its outcome.

*If only one conflict is addressed, mark out of a maximum of [7 marks].*

**27. Analyse the impact of the Cold War on the Middle East between 1956 and 1973.**

Answers to this question could be approached in different ways. One way might be to select some of the Middle East conflicts during this period and analyse the participation and impact of the superpowers. Another way could be to analyse how the Cold War helped instigate conflicts in the Middle East. Regardless, the answer should be supported by relevant analysis and specific material.

Some of the conflicts that could be analysed are: the Suez Crisis 1956; the Six Day War 1967; the Yom Kippur War 1973. Some of the ways in which the Cold War impacted on the Middle East could be: support for or opposition to, some nations or leaders; the provision or withholding of arms; the search for spheres of influence by the superpowers; overt or covert support of factions; *etc.*.

**28. Assess the achievements and limitations of détente between 1969 and 1979.**

By the early 1970s the superpowers were prepared to accept the compromises necessary to secure agreements on issues of mutual concern. Treaties such as SALT I (1972) and the Helsinki Agreements (1975) can be seen as the central achievements of détente. The difficulties in their implementation can be perceived as limitations. Achievements of détente include the improvement of relations between the USA and the USSR and the USA and China. Some of the limitations were: détente did not reduce tensions in all areas of international relations; conflicts within the developing world continued and even intensified. This situation produced renewed suspicion and mistrust leading to the collapse of détente after 1979.

**29. “The Cold War came to an end due to the hard-line approach of Ronald Reagan’s policies in the early 1980s.” To what extent do you agree with this statement?**

Candidates may agree or disagree with this view but, in either case, Reagan’s policies should be addressed.

Supporters of this view can credit Reagan’s hard-line approach as providing the pressure that caused the Soviet Empire to collapse. Among these policies were: support for anti-communist groups such as those in Afghanistan, Angola and Nicaragua and a program of unprecedented arms production, [including SDI]. Unable to match the increased defence spending of the USA, the USSR moved to end the arms race and the Cold War. Candidates that disagree with the quotation may mention other economic problems of the USSR, the quagmire of the Soviet Afghan War and the reformist policies of Gorbachev that led to the collapse of the USSR.

**30. Discuss the economic impact of the Cold War in *two* countries, each chosen from a different region.**

Candidates should appreciate that the Cold War involved more than just political issues and that in order to “win” the conflict, many economic means were used. Some of the issues might include: trade; economic assistance; the application of economic sanctions; *etc.* In addition to these factors, the countries’ expenditure on arms, the allocation of resources *etc.* will give opportunities for candidates to discuss negative and positive aspects of how the Cold War impacted national economies.

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

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