

OPTION INTERNATIONALE DU BACCALAUREAT

SESSION DE JUIN 2014

SECTION BRITANNIQUE

SUJETS : HISTOIRE-GEOGRAPHIE

FINAL GUIDANCE NOTES FOR MARKING

These notes are for the guidance of examiners only and were developed into the Final version in the light of early script reading and teacher-examiners' comments.

This document consists of some general marking guidance, the generic marking criteria (as first used in 2013) and question-specific notes for all questions, one per page, for ease of reference.

General marking guidance

1 Assessment criteria

The work of an examiner is to assess each candidate in the three broad areas of knowledge (K), understanding (U) and skills (S). Simply, this means knowledge and understanding of,

- history and geography
- the questions and topics set.

On page 51, the OIB Handbook 2014 lists skills to be developed, including abilities,

- to extract information from a variety of sources
- to interpret, analyse and evaluate material
- to place material in its relevant context
- to develop evidence-based arguments in written and oral form
- to show an awareness of the characteristics of peoples, places and events and the interaction between them
- to use relevant and precise examples and/or case studies to support an answer.

A candidate's performance may also depend on his/her skills in selecting which section (*sujet*) to attempt and which essay question to do, as well as on time management, both between the two questions chosen and in terms of the length of responses provided for the two parts of each question.

2 Positive marking

You are asked to assess candidate's responses positively, rather than negatively, always giving candidates the benefit of the doubt. Positive marking involves seeking to award credit where it is deserved rather than having a model answer in mind and not penalising work where it is deficient, such as if you find errors. In particular you are encouraged not to look for fully comprehensive answers and to accept teaching approaches to topics which differ from your own. CIE does not penalise work you might consider to be 'messy', for example with crossings out. It may help to read an answer so as to seek to award marks upwards from 0 to 20, rather than as if to knock marks off downwards from 20 to 0. You should use the full range of marks, if that is appropriate for the work done. Marks that turn out to be unjustifiably "bunched" are problematic and impair comparability between the work of different examiners.

A further aspect of positive marking is that, whilst the selection and application of material is an ability to be assessed, where relevant some *transfer of credit* between parts of questions may be admissible.

Note: In Questions 3 and 6, the document-based question (DBQ), candidates may not derive credit from simply *describing* the documents, as some do, but only from meeting the question's specific demand(s).

3 Total marks

The total mark you give to an answer should indicate the quality of the answer *as a whole* even though marks will have been given at first to each part of the question (i.e. /8 and /12). You should arrive at this mark using the mark bands in the generic marking criteria for reference. Please note that an answer does not need to meet *all* the criteria of a mark band to be placed within it. Answers which display characteristics of two mark bands should be placed using your judgement to decide which band best sums up its character, e.g. between **Bare pass** and **Satisfactory**.

Lastly and most importantly, the total mark you give to a script should indicate the assessed quality of the script *as a whole* even though this comprises two answers, marked separately, which may be of different qualities and standards. To do this the aggregate mark (out of 40) should be halved and, if not a whole number, always rounded *up*. You should also consider whether it is appropriate to recommend appending an asterisk to a script's final mark (see Handbook, page 59).

4 Paper structure and question structure

Candidates are only required to answer two questions in – a generous – four hours. There should not be a problem with incomplete or unfinished answers or answers in note form, although examiners do see some each year. Blanks in scripts may simply indicate lack of knowledge and understanding, poor question choice, or both. If a candidate does allocate their time poorly it is self-penalising as only the material which is submitted can, of course, be assessed.

Each question is structured in two. Each essay has two elements within it. The document-based question (DBQ) has parts **(a)** and **(b)**. The demands of both types of question and the mark allocation increase between the two. Whilst the subdivision of marks for the questions is not printed on the question paper, the anticipated allocation is:

First element of essay and part (a) of DBQ	8 marks
Second element of essay and part (b) of DBQ	12 marks

In the majority of cases, you should mark the different parts of questions out of these totals. In rare cases, depending on the approach taken, it may be appropriate and in a candidate's interest to use an alternative mark allocation, of 6 or 7 marks and 14 or 13 marks, respectively, bearing in mind the above comments on final marks for questions (and the need for a total of 20). If you do this, please annotate the mark sheet accordingly.

For each question some clear marking guidelines are given for the first element to help examiners to treat responses in the same way, i.e. to promote convergence in marking. The second element or part **(b)** is, however, an extended piece of writing or essay involving different skills, such as the presentation of an argument and conclusion, or an assessment, and is much broader in conception and a stimulus for the candidate's own response. This is true for both types of questions; the essays (**Questions 1 and 2**) and the document-based questions which are unnumbered on the SIEC paper this year [**Question 3**].

In the second element of the essays candidates are expected to select their own examples or case studies, evidence and material in support of their argument. In part **(b)** in the document-based questions, candidates should develop an answer drawing on the documents to some extent, but also on their own wider knowledge and understanding of the topic. A variety of approaches and responses is expected to this second demand and as such it is difficult to offer specific marking guidelines. Examiners are asked to use their experience of history and/or geography to assess each response using the general guidelines on the next page. You are welcome to refer to me, Anne Davis or David Jackson by e-mail, or by a comment on the mark sheet, any response which you think needs a second opinion (Handbook, page 59).

OIB History-Geography generic marking criteria for the written examination (as 2013)

Assessing ‘what students know, what they understand, and what they can do’.

/8	/12	max /20	Performance descriptors
8	11–12	20	<p>Very good</p> <ul style="list-style-type: none"> • Extensive, detailed and well-directed knowledge • Very good understanding with a “big picture” approach • High ability to analyse, evaluate and provide evidence-based judgements • Highly skilled interpretation and use of document(s) • Devises and structures response very effectively
6–7	9–10	17	<p>Good</p> <ul style="list-style-type: none"> • Good, detailed knowledge, directed effectively • Good level of understanding, developing ideas within firm subject context • Good ability to analyse, evaluate and provide evidence-based judgements • Skilled interpretation and use of document(s) • Devises and structures response well
5	7–8	13	<p>Satisfactory</p> <ul style="list-style-type: none"> • Appropriate knowledge • Sound understanding, with some elements of subject context • Some ability to analyse, evaluate and provide judgements • Clear interpretation and use of document(s) • Devises a simple, clear structure for the response
4	6	10	<p>Bare pass</p> <ul style="list-style-type: none"> • Basic knowledge • Basic understanding and limited awareness of subject context • Analysis, evaluation and use of evidence basic • Basic approach to document(s); limitations in interpretation and/or use • Gives response a basic structure
3	4–5	8	<p>Weak</p> <ul style="list-style-type: none"> • Basic knowledge – restricted in scope, depth or detail • Basic understanding – restricted and/or faulty • Approach largely descriptive or analysis is weak or faulty and evaluation lacks supporting evidence • Weak approach to document(s) interpretation and use • Devises and structures response weakly or offers fragments, notes or an unfinished response
1–2	1–3	5	<p>Very weak</p> <ul style="list-style-type: none"> • Very little relevant knowledge – a few basic facts • Very restricted understanding • Little or no analysis or evaluation or judgements offered • Very weak approach to document(s) interpretation and use • Devises and structures response very weakly or offers fragments
0	0	0	No response.

The principles of positive marking, benefit of the doubt and ‘best fit’ apply in awarding marks.

Ms Claire J Sladden Cambridge Inspector for History-Geography
 Indicative content for History from David Jackson, Subject Leader and Assistant Moderator
 +44 (0)1353 662329 cjs25@cantab.net
 Draft 04 June 2014 Final 06 June 2014

Question-specific notes

SUJET A

1 Pathways to power – China

Explain the Sino-Soviet split.

Key general reasons:

- ideological -- different interpretations of Marxism: Soviet role of urban proletariat; Mao, peasantry
- rivalry over leadership of the communist world, initially between Stalin and Mao
- Mao's fear that USSR wanted to keep China weak and in a secondary role to the USSR

Reasons for the **split** developing over time:

- Under Stalin support to GMD during World War II and civil war. China made to pay fully for Soviet military support during Korean War. Unfriendly treatment of China.
- Under Khrushchev:
 - speech at the 20th Party Congress, 1956, Mao took as attacking his own leadership style
 - Mao criticised Soviet handling of the Hungarian crisis in 1956
 - Mao criticised peaceful co-existence as 'revisionism' and ideological heresy.
 -

Candidates may refer to steps in the development of the split after 1956 but the command is **Explain** rather than describe. As such a narrative approach shows knowledge but is inadequate.

Mark holistically, on overall quality of the explanation.

8

How far did China's foreign policy change in the period 1972 to 2002?

The question progresses in time and opens up, requiring an evidence-based evaluation. The **change** is from China as a pariah on the international stage and self-proclaimed leader of world communist revolution, to a respectable regional and world power operating within diplomatic norms and expectations.

Key aspects of China's changing relationships with the rest of the world include:

- détente and its impact on relations with the USA, a radical change from its anti-American stance
- economic strategy reframed after Mao's death, opening up China to the world, e.g. WTO 2001
- China's emergence as an economic superpower after 2000
- China's emergence as a territorial power in East Asia and territorial claims, e.g. to Taiwan

Candidates may develop specific elements such as 'The One China, two systems' principle in relation to Hong Kong and Macau; changing foreign relations within South east Asia, e.g. with Cambodia, Japan and Vietnam; and/or China's massive investment in Africa and its implications. A comprehensive response is, however, not required.

Indicators of the quality of the response may include,

- detailed knowledge of the period **1972 to 2002** and of the **global** context
- identification of a number of aspects of **foreign policy**
- some sense of **change** during the period (not just comparing the start with the end)
- analysis of **policy change**
- evaluative assessment which addresses **How far** explicitly
- an evaluation which demonstrates judgement and admits some diversity of opinions, perspectives, views and/or historical interpretations
- structure and organisation of the response
- skills in, and the language of, assessment, providing an evaluative essay rather than a more narrative approach.

12

Total: 20

2 European integration

Explain the birth of the idea of greater cooperation between European countries after the Second World War

Candidates may give the reasons for this **and/or** explain the process of the creation of European integration up to the Treaty of Rome in 1957. Either or both approaches are valid. Comprehensive answers are not required.

Key general reasons:

- destruction of WWII and wartime experience -- desire to maintain peace/avoid another war
- emergence of the Cold War and the need to 'contain' communist threat – a united Europe as a barrier
- need to reconstruct war ravaged Europe
- perceived need to cooperate in the world postwar to counterbalance USA and USSR
- conception of cultural similarities within Europe

Different options:

- intergovernmental, e.g. NATO
- supranational, e.g. European Coal and Steel Community (ECSC) 1951
- key individuals or 'fathers', e.g. Monnet and Schumann, Spaak, etc.
- failure of plan to establish a European Defence Force
- Monnet's 'step by step' approach towards ECSC and the Treaty of Rome
- failure of British attempts to sabotage Monnet's plans

Credit well responses in which there is a clear focus on **the birth of the idea of greater cooperation** rather than a narrative and more general response based on recall.

8

and analyse the changes in Britain's attitude towards Europe between 1948 and 1973.

Candidates should examine initial British resistance to European integration at a supranational level and its preference to maintain an intergovernmental approach, changing to realising the advantages of being a member of the EEC and applications to join in 1961, 1967 and the final successful attempt in 1972.

Analysis is likely to include as key:

- attitude of the Labour governments 1945–51, e.g. the importance of empire, special relationship with USA, a 'wait and see' approach
- realisation of benefits of EEC membership, e.g. opportunities for trade, EEC's economic growth
- awareness that Britain was in decline, especially after Suez 1965
- decolonisation and weakening of imperial ties
- focus on economic integration in Europe countered British fears of loss of sovereignty, etc.
- idea that a strong Europe would help to resist the communist threat during the Cold War
- difficulty of Britain influencing Europe from the outside
- change in attitude of political leaders: Macmillan, Wilson and Heath

Indicators of quality may include:

- detailed knowledge of **Britain's attitude** between the key dates **1948 and 1973**
- knowledge and understanding of the European context
- clear focus on **changes**
- **analysis** of those **changes** (why they occurred, what they led to, etc.) maybe allowing for different interpretations, e.g. 'mistake' of not joining at the outset

- structure and organisation of the response
- skills in analysis and overall handling of evidence

12
Total: 20

[3] Globalisation and development

(a) Describe, and suggest an explanation for, the global distribution of Toyota's production sites shown in Document.

Note that this is only about **production sites**, i.e. the content of the left hand side of the Key. Content about exports (the arrows) and sales (the proportional squares) if found, should be ignored.

Key elements of description of **the global distribution** may comprise four main types of observation: about spread, spatial unevenness, functions and scale. There is most to write about spatial unevenness.

- spread: Toyota's production is in all continents (except Antarctica – not needed)
- spatial unevenness: heaviest in Japan and in Asia; northern hemisphere dominates; strong presence in Europe, Asia and North America; little production in southern hemisphere (South Africa 1 site, Australia 2, Latin America 3).
- functions are found in different places, e.g. dominance of vehicle assembly sites in Asia; R&D mostly in Europe and North America
- scale: some data support interpreting the size of the located proportional circles, number of other production plants (small squares) and number of R&D centres (triangles).

Credit that the distribution is not truly **global** as Toyota's production is absent from many countries.

The **explanation** suggested may include points such as:

- the importance of home country, as Toyota is a Japanese TNC, see 'Toyota City' and strong presence in Japan
- strong links into Asia, TNCs are profit maximisers and this reduces transport costs for parts and vehicles and offers lower assembly costs, etc.
- the new international division of labour (NIDL) which Toyota exploits to its advantage
- competition with the products of other vehicle makers
- access to markets, e.g. inside a trade bloc, and market potential
- Toyota's corporate strategy and objectives at that time (data is 2009)
- the role of government policy in attracting Toyota
- other

Candidates may offer two separate elements (description, suggested explanation) or may integrate the two, which may be more difficult to mark. For a response which only considers one element, **max. 5.**
8

(b) With reference to Document [sic] and your own knowledge, discuss the extent to which TNCs facilitate global development.

The question opens up to allow candidates to use their own material about TNCs other than Toyota to show knowledge and understanding of **global development**.

Determine overall quality using the generic criteria and bearing in mind,

- conceptual understanding of the role of **TNCs** and of **global development**
- reference to the **Document**, e.g. comparing production (jobs, etc.) with imports of vehicles
- extent and integration of own knowledge beyond the document
- the use of detailed examples or case studies of TNCs, ideally from more than one region of the world, given that it is **global development**
- reasonably up-to-date content and a sense of reality about the impacts of TNCs
- dimensionality: a response which is about more than just economic development
- evaluative discussion of the evidence presented
- awareness of varying roles and different views of TNCs action re development
- structure and organisation of the response
- skills in and the language of evaluation (rather than a narrative approach)

For a response without reference to the **Document**, **max. 6.**

12
Total: 20

SUJET B

1 Regional inequalities

Explain the causes of regional inequalities within either a country or a region of your choice

A permissive locational basis: the country could be a whole country or part of a large one such as China or Brazil. The **region** is likely to be a world region, such as Europe, the EU or SE Asia.

Key **causes of regional inequalities** within a **country** include

- initial advantages, e.g. a mineral resource, a port, agricultural potential
- cumulative causation, developing a core based on initial advantaged and acquired advantages
- backwash effects which affect the periphery negatively as labour, materials, etc. flow to the core
- spread effects, at a later stage, as core area(s) 'overheat' and growth spreads into neighbouring areas
- government policy which favours some regions over others
- classical economics sees regional divergence at first (followed later by convergence)
- other

For a world **region**, the explanation of inequalities may include ideas such as:

- comparative advantage / competitive advantage
- governance in the different countries
- political stability/instability and the nature of the regime
- government policy
- physical environment (+ or -)
- accessibility and distance
- issues of language and culture
- other

Mark holistically. For a satisfactory explanation of **causes** with an example in name only, or without an example, **max. 5**.

8

and evaluate strategies for reducing these inequalities.

Candidates may use any **strategies** relating to any sector (agriculture, manufacturing, education, tourism, transport, etc.) Some may take a generic approach, such as 'investment in improving transport links and access to remote areas'. Better responses are likely to give specific strategies and/or named initiatives with detail such as dates, locations, data, sources of funding, etc.

Strategies in a **country** are likely to relate to the government's regional policy. At the scale of a **region**, strategies may be more difficult to identify (such as for Africa), except in the case of regional policy within a trade bloc such as the European Union.

Determine overall quality using the generic criteria and bearing in mind,

- conceptual understanding of **strategies** and reduction of **inequalities**
- detailed knowledge of **strategies**, attempts or initiatives in the **country** or **region**
- a sense of dynamism, interaction and reality
- dimensionality: a response to inequalities which is more than just economic
- evaluation of the evidence presented (what worked?, pros and cons, cost/benefit, advantage and disadvantages, effectiveness, other outcomes, etc.)
- structure and organisation of the response
- skills in and the language of evaluation (rather than a narrative approach)

As the question is strategies (plural), for a response based on one strategy, **max. 6**.

12

Total: 20

2 Urbanisation issues

Describe the causes of urbanisation for one named megacity.

Urbanisation is defined as the progressive concentration of population into urban settlements. It has two components: migration (mainly rural-urban) and natural increase, although migration is likely to dominate most responses. The choice of **megacity** will determine content, for example, a megacity in Europe or North America would necessarily receive an historical treatment largely.

Key causes of migration to megacities include:

- consideration of specific push factors (e.g. extreme events) and pull factors (e.g. employment)
- disparity between higher standard of living in megacity and elsewhere
- betterment motivation and potential for personal advancement
- role of perception
- media reports
- positive influence of social networks, e.g. family members or neighbours already in megacity

A good description of causes will put the **megacity** in a wider locational context, e.g. the surrounding rural areas; the region or province; proximity of the coast or borders for any international migration component. Also in other contexts: historical, environmental, economic, social and political.

The role of **natural increase** is more complex and most relevant for a megacity in an LEDC:

- lower death rates in megacity (increase in rate of natural increase)
- birth rates are slower to decrease than death rates
- population momentum resulting from the megacity's younger age structure

Mark holistically, for a satisfactory explanation of **causes** with an example in name only, or without an example, **max. 5**.

8

Evaluate the challenges facing megacities in LEDCs.

Candidates may take any **challenges** and any examples of megacities in LEDCs. Give the benefit of the doubt to any content about megacities in NICs; ignore any MEDC content covered in error.

Likely challenges include: managing population growth, replacing old and inadequate infrastructure, upgrading shanty towns and squatter settlement, addressing pollution, providing effective waste management, a lack of sustainability, the lack of space, issues of finance and investment, meeting rising demand for energy, traffic congestion, inadequate and corrupt political systems, crime, etc. Better responses are likely to give specific challenges and to provide detailed supporting evidence such as data, named locations or quotes from reports, the news or political or city leaders, etc.

Determine overall quality using the generic criteria and bearing in mind,

- conceptual understanding of specific urban **challenges**
- detailed knowledge of **megacities in LEDCs**
- a sense of the contemporary, of dynamism and reality
- dimensionality: a response which is more than just economic
- evaluation of the **challenges** presented (e.g. relative importance, relative difficulty in tackling each, cost issues, logistics, scale, who is most affected)
- structure and organisation of the response
- skills in and the language of evaluation (rather than a narrative approach)

For a response based on one megacity only, **without other e.g.'s or general megacity content**, **max. 6**.

12

Total: 20

[3] Britain, 1945–51

Study Documents A and B.

- (a) How useful are Documents A and B for an historian studying British history 1945–51? Support your answer with evidence from the documents.**

As before, a full response covers usefulness in terms of what each document does and does not do.

Document A might be seen as **useful** in a number of ways:

- radical, giving a major role to the state on social and economic grounds,
- a source of information about what Labour did
- provenance, a secondary source, hindsight gives a perspective on Labour's record
- inferences made (higher level document use), e.g. Labour's achievement changed the UK and altered government practice, moving it into new areas such as control of the economy

- higher level responses may consider Thatcher as its author and her views about Labour, etc.

► It may not be useful in that it is Thatcher's own interpretation of the meaning of Labour's achievements; not the work of an historian; it is partial and relatively brief, so other sources needed, etc.

Document B might be seen useful:

- at face value (low level response), e.g. shows a gap between resources and needs
- provenance, a primary source that gives insight into attitudes at the time
- inferences made (higher level document use) e.g. British economy in difficulty getting economic aid such as loans from the USA.

► It may not be useful in that it is a snapshot from a cartoonist trying to make one particular point, doesn't deal with other aspects of Labour, needs a good understanding of context to interpret well, etc.

Credit knowledge of the dollar gap, about postwar economic problems and reconstruction, if shown.

It is unlikely that any candidate will recognise Stafford Cripps in the raincoat or Harold Wilson behind him.

Mark holistically, for an effective assessment of the usefulness of one document, **max. 5. 8**

- (b) "In large areas of policy, the Attlee government had a clear record of achievement", K O Morgan, a British historian.**

Evaluate this view of the Labour government's record in the period 1945–51 with the help of Documents A and B.

Expect positive achievements and areas in which Labour has been criticised or seen as less successful. **Policy** may be domestic and foreign. High level responses may be based on historiographical debates.

Determine overall quality using the generic criteria and bearing in mind,

- detailed knowledge of the period **1945–51**
- identification of a number of aspects of **Labour policy**
- conceptual understanding of what a **record of achievement** is for a government
- the ability to pick up explicitly on what **large areas** means (and leaves out)
- clear references to **Documents A and B** and their integration into the response
- evaluative assessment which addresses **this view** explicitly, demonstrates judgement and may admit other historical interpretations
- structure and organisation of the response

- skills in and the language of, assessment, providing an evaluative essay rather than a more narrative approach

For a response based **either** only on own knowledge **or** on the documents, **max. 6.**

12

Total: 20/end