

# OPTION INTERNATIONALE DU BACCALAUREAT

SESSION DE JUIN 2015

## 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 reading of the copied scripts 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 52, the OIB Handbook 2015 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 (BOD). 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. Cambridge 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**. This is the principle of 'best fit'.

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 candidate's total mark, indicating that in your view the mark could be raised by one mark. Any such recommendation will be taken into consideration during moderation.

### 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 <b>(a)</b> of DBQ	8 marks
Second element of essay and part <b>(b)</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 to alert your moderator.

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 paper [**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 Robert Walker by e-mail, or by a comment on the mark sheet, any response which you think needs a second opinion (2015 Handbook, page 60).

## OIB History-Geography generic marking criteria for the written examination (as 2014)

Assessing 'what students know, what they understand, and what they can do'.

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

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

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## Question-specific notes

### SUJET A

#### 1 Ideologies, opinions and beliefs from the end of the 19<sup>th</sup> century to the present

##### Describe the role played by the media in one political crisis you have studied

Media defined as newspapers, radio and TV (more recently with internet and social media).

Any political crisis is valid, such as the Dreyfus affair, Falklands War or Vietnam War.

**Note:** If a candidate describes more than one political crisis, mark each separately and credit the best.

General characteristics of the role of the mass media include:

- their influence – less than the social environment, but still significant especially in affirming existing opinions and attitudes
- focusing attention on certain personalities, issues and events, leading to people forming opinions about them
- reinforcing latent attitudes and activating them, e.g. prompting involvement, donations, etc.
- giving political leaders mass audiences and allowing public opinion to cover large areas and large numbers of people. Leaders can appeal direct to the people, e.g. using a radio broadcast
- opinion leaders can use the media to define popular issues and influence opinion, by inventing slogans, adopting slogans or ‘demonising’ the opposition; or to rally support / smooth differences
- other

These should be contextualised for the chosen political crisis.

Mark holistically, on overall quality of the description given, variety of media covered, development of the role and crisis-specific detail.

8

##### **and assess the extent to which the media were instrumental in influencing public opinion during this crisis.**

*Note:* Both elements of the question must relate to the same political crisis, i.e. ‘this crisis’

The question opens up, requiring an evidence-based assessment. Expect to see an analysis of how the media operated during the chosen crisis and how the politicians or governments tried to influence the media and/or were affected by them.

Indicators of the quality of the response may include,

- detailed knowledge of the chosen political **crisis**
- identification of a number of aspects of media influence on **public opinion**
- some sense of diversity in terms of **public opinion** or change over time
- analysis of the word **instrumental**, considering one or more other influences
- evaluative assessment which addresses **the extent to which** explicitly
- an evaluation which demonstrates judgement and admits some diversity of 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 Britain – politics, economy and society

**Suggest reasons for the economic problems British governments faced between 1945 and 1979.**

Key underlying reasons:

- the old-fashioned and uncompetitive nature of British industry (debate about reasons for this: the trade unions? poor management? lack of investment? Impact of World War II? etc.
- globalisation: a structural change in the British economy, decline in old heavy industrial base, shift from a manufacturing to a service economy
- a postwar developing global economy dominated by the USA, Britain finding it hard to compete
- secure markets in Empire and Commonwealth: the lack of foreign competition impeded modernisation
- the trades unions – their actions a symptom of the economic problems, rather than a cause?
- British debt after World War II and the need for the US loan Keynes negotiated in 1946. This forced government policy to remain export focused and one of austerity.

Specific reasons include:

- Government policies: Keynesian stop-go policies discouraged investment and production high costs of welfare state and lack of investment in infrastructure meant that Britain stayed uncompetitive (a right wing viewpoint)
- missed opportunity to sign the Treaty of Rome on 1957; Britain avoided keen competition and did not have to improve efficiency
- inflation, especially 1973–74 and 1979–80
- stagflation: poor rates of economic growth, coupled with unemployment and inflation and government hesitation about how to deal with it
- rising unemployment
- trade union militancy, especially in the 1970s
- need for imports and consumer demand for imported goods fuelled ongoing balance of payments problems

Credit well-reasoned responses in which there is a clear focus on **economic problems** rather than a narrative. Given the scope and the long timescale, comprehensive responses are not expected. **8**

**‘Margaret Thatcher reversed the trend of a Britain in decline.’ How far do you agree with this assessment of the Thatcher governments, 1979–90?**

Most are likely to agree, disagreement is possible and some may question ‘in decline’, for credit. This decline could be in economic terms only, but might include decline as a world power, social/moral decline, e.g. as seen in rising divorce rates, juvenile delinquency, etc. (a right wing view).

Look for some analysis and assessment of:

- Thatcher’s policies: economic -- the free market approach, monetarism, privatisation and ‘popular capitalism’, liberalisation of finance and ‘the Big Bang’ 1986, domestic policies, e.g. defeat of the miners and breaking the power of the unions; foreign policies (credit but do not require), e.g. Cold War and Reagan, Euroscepticism, the Falklands War
  - Thatcher’s political style and approach: her ruthlessness and ‘Iron Lady’ image, defence of the Falklands and massive rise in popularity, authoritarian and increasingly ‘imperial’
- Indicators of quality may include:

- detailed knowledge of **Britain** between the key dates **1979 and 1990**
- knowledge and understanding of **Thatcher**, her policies and her **governments** record
- **analysis** of the statement with reference to **a Britain in decline**
- evaluative assessment which addresses **the extent to which** explicitly
- an evaluation which demonstrates judgement and admits some diversity of views, and/or historical interpretations
- structure and organisation of the response
- skills in analysis and overall handling of evidence

[3] The globalisation of economic activity

Study Documents A and B.

(a) How useful are Documents A and B in showing how transnational corporations (TNCs) influence the new international division of labour (NIDL)?

Credit is given for what each document does show about TNCs influencing the NIDL, and what it does not.

**Document A** could be useful in that it shows four types of activity (HQ, supplier, production, sales office) and their locations internationally. However, there is no specific information about job type, it has to be assumed, for example that supplying raw materials is agricultural work and processing; or that HQ comprises office jobs and management. More significantly, 'influence' is not shown and is difficult to gauge, and the document is only about one TNC (Ferrero Group), with a focus on its value chain not NIDL.

**Document B** is also limited in scope, mentioning a number of companies, focussing on Apple and Foxconn Technology. It is about a different sector (electronics) from **A**. Crucially it is about production within China, which is only one country in the NIDL, although an important one. **B** is written by journalists and may not be objective or factual in the way that **A**, a location map, is. There is however content which is clearly about 'influence'; such as conditions of employment in production units. This is largely about Apple's suppliers, not Apple, although references to Apple's might and mastery (lines 1 and 2) show its influence. This can be interpreted in terms of costs, profit margins, contractual obligations, deadlines, etc.

For a response which only considers one document, **max. 5**.

8

(b) With reference to the documents and your own knowledge, examine the assertion that TNCs play the predominant role in the development of the global economy.

The question opens up requiring candidates to use the documents and their own material about TNCs to show knowledge and understanding of **the development of the global economy**.

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

- conceptual understanding of the role of **TNCs** and of **the development of the global economy**
- reference to the **documents**, e.g. **A** Ferrero Group operates in all continents, **B** 40% of the world's consumer electronics made in China (2012)
- extent and integration of own knowledge beyond the documents
- the use of detailed examples or case studies of TNCs, ideally from more than one region of the world, given that it is **development of the global economy**
- reasonably up-to-date content and a sense of reality about TNCs
- analysis of the idea of TNCs' **predominant role** and of that of other players, e.g. governments, supranational bodies (e.g. WTO, IMF, trade blocs)
- evaluative examination of the evidence presented
- awareness of differing views or opinions about or interpretation of the role of TNCs
- structure and organisation of the response
- skills in and the language of evaluation (rather than a narrative approach)

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

12

**Total: 20**

## SUJET B

### 1 Development issues

#### Account for the disparities in development between countries of the global South

The locational context is **the global South**, comprising LEDCs and NICs including China and Brazil.

Key causes of or reasons for **disparities in development between countries** are multi-dimensional (social/cultural, economic, physical/environment, political and historical), they include:

- nature of physical environment (+ or -), climate, hazardous events, e.g. earthquakes
- resources: e.g. agricultural, mineral, human
- history, e.g. colony
- political stability/instability and the nature of the regime, e.g. corruption, good governance
- government policy, e.g. pro-FDI, closed
- membership of a trade bloc, e.g. ASEAN
- accessibility and distance from markets and external influences, e.g. remoteness
- issues of language and culture
- other

Mark holistically. For a satisfactory account of **disparities in development** with examples in name only, "e.g. Africa", or without an example, **max. 5**.

8

#### and evaluate the success of different development strategies.

Candidates may use any **strategies** relating to any sector (agriculture, manufacturing, education, tourism, transport) or a combination of them. Some may take a generic approach, such as 'bottom up' and 'top down'. Better responses are likely to give specific strategies and/or named initiatives with detail such as dates, locations, data, sources of funding, etc.

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

- conceptual understanding of **development**
- detailed knowledge of **development strategies**, attempts or initiatives in named countries
- a sense of contemporary reality
- dimensionality: a response to development which is more than just economic
- evaluation of the evidence presented (use of success criteria e.g. on life expectancy, GDP; relative success/failure; cost/benefit; effectiveness; other outcomes)
- awareness of differing views or opinions about, or interpretation of, **success**
- structure and organisation of the response
- skills in, and the language of, evaluation (rather than a narrative approach)

As the question is **different...strategies** (plural), two are enough, for a response on one strategy, **max. 6**.

12

**Total: 20**

## 2 Population issues and development issues

### Describe the main causes of an ageing population.

The technical definition of an ageing population is a population in which the average age is increasing over time. It means an increasing proportion of people in the aged cohort (over 65 years) and a decreasing proportion in the youth cohort (15 years and under).

The **main causes** are:

- a decrease in the birth rate
- combined with an increase in life expectancy; death rate falls (Stage 2 DTM) and remains low (Stages 3 & 4) for a long time, then increases slightly when most deaths are from 'old age' (Stage 5), given the change in population structure.

A good description of **main causes** is likely to explore some of 'the causes of the causes', i.e. the reasons for the decrease in the birth rate and the increase in life expectancy.

Mark holistically, for a satisfactory explanation of **causes** with an example of an ageing population in name only, "e.g. France", or without an example, **max. 5**.

8

### Discuss the extent to which an ageing population impacts the development of a country.

Candidates may take any **impacts** and one or more countries (as 'a country' can mean any country).

Impacts may be negative and positive and include:

- tax burden on the economically active
- burden of care on working age adults
- heavy government responsibility: healthcare, welfare provision, pensions, etc.
- perceived loss of vigour, new ideas and creativity
- country possibly less attractive to FDI
- needs to attract migrant workers to fill skill gaps
- new opportunities for 'silver services', e.g. recreation, tourism, care
- many retired are wealthy; e.g. spending on homes, gardens, leisure, holidays increases
- country is rich in experience, advisors, mentors, etc.
- other

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

- conceptual understanding of the impact of **an ageing population** on **development**
- detailed knowledge of one or more countries with an ageing population
- a sense of the contemporary, of dynamism and reality
- dimensionality: a response which is more than just economic
- understanding of other significant factors in a country's development
- integrated analysis of the **impacts** presented to address **extent** explicitly (e.g. relative importance, relative difficulty in tackling each, cost issues, scale)
- acknowledgement of differences in views, opinions and perspectives, e.g. ageism
- structure and organisation of the response
- skills in discussion and assessment (rather than a descriptive or narrative approach)

For a general response without reference to one or more countries, **max. 6**.

12

**Total: 20**

**[3] Great powers and world tensions – Pathways to power – the USA and the world**

**(a) Explain the message of the cartoon in Document A.**

The cartoon comments on the creation of the League of Nations as part of the Paris peace settlement in 1919. The placard refers to the USA as the originator of the idea of the League and the nonchalant 'Uncle Sam' character smokes whilst leaning against the missing keystone, apparently unconcerned that the bridge is in structural danger without it (the United States). The dark chasm below the bridge implies disaster if the bridge isn't finished. The cartoon is a British commentary on the refusal of the USA to ratify the Treaty of Versailles with its clause to set up the League of Nations to keep the peace. The implication is that without US involvement, the European powers will be unable to keep the peace.

Candidates may describe and analyse each element of the cartoon **OR** go straight into its message and what it means. Indicators of quality include historical detail and using the cartoon's provenance to develop the explanation. Mark holistically. **8**

**(b) How far do Documents A and B support the idea that the USA followed a policy of isolationism during the inter-war years?**

Credit an assessment of the arguments for US isolationism and for the US following elements of an internationalist policy when it was in her interests to do so.

General arguments for **isolationism** include:

- US experience of World War I, the losses and avoiding future entanglement in foreign conflicts
- Congress's refusal to ratify the Versailles Peace settlements
- tariffs imposed to protect US industry
- a feeling of economic uncertainty by the 1920s and restrictions on immigration
- the Wall Street crash and the rise of dictators in Europe and Japan
- increased US protectionism
- neutrality acts, 1935, 1936, 1937 and 1939, preventing US ships and citizens from involvement in foreign conflicts

**Document A** could be seen as supporting the idea of isolationism as it shows the US refusal to join the League of Nations and portrays its indifference to the need for world peace. However **A** is limited in that it is British and from a middle class magazine (*Punch*) which raises issues of reliability and usefulness.

Arguments for a policy of US internationalism include:

- action of the State department, e.g. accepting invitations to League of Nations meetings
- Harding's disarmament policy, including the Five Power Treaty, Four Power Pact, Nine Power Pact
- Kellogg-Briand Pact 1928 to outlaw the use of war
- economic policy: the US needed a healthy global economy, loans made e.g. to Germany
- recognition of the USSR 1933
- creation of import/export bank, reciprocal trade agreements
- Lend Lease began March 1941, following the 'arsenal of democracy speech'
- **WWII**, a move from neutrality to non-belligerency, then entering the war Dec. 1941 (Pearl Harbor)

**Document B** could be seen as not supporting isolationism. It is from the President himself and is therefore a reliable source for his thinking (at least in public), showing what he wanted public opinion to hear about his foreign policy objectives. It provides reasons for American interventionism; evidence directly counter to the view of isolationism.

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

- detailed knowledge of the inter-war period 1919 to 1939
- understanding of US foreign policy and policy shifts
- clear references to **Documents A and B** as evidence, at face value and drawing inferences, and their integration into the response
- evaluative assessment which addresses **the idea ... of isolationism** explicitly
- structure and organisation of the response
- skills in and the language of, assessment, an evaluative essay rather than a narrative approach

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

**12**  
**Total: 20/end**