OPTION INTERNATIONALE DU BACCALAUREAT
SESSION DE JUIN 2018

Question-specific notes

Sujet A

History Essay

Question 1: Media and public opinion

> **With reference to one case study of your choice, outline the reasons for, and the actors in, one political crisis that divided a country's opinion. [8 marks]**

Indicative content: *Please note that the following points are 'indicative' and are neither exclusive nor inclusive.* ***Other relevant points should be credited and the candidate is not expected to include everything listed below.***

There are a wide range of possible case studies including: the Vietnam War; the Falklands War; the Miners' strike; the events of May 1968 in France; the Algerian War. Any other appropriate choice of case study should be rewarded e.g. the Dreyfus affair. Because of the variety of possible case studies, the indicative content below does not cover all possible options but gives an indication of the sort of things which might be included in answers based on the Vietnam War.

Indicative content examples for the war in Vietnam:

A candidate's response to why the crisis evolved could focus upon the following issues, which include the reaction of the media in fueling the development of the crisis:

- The credibility Gap (between the claims of Lyndon B Johnson and the 'realities' of the War as reported by an uncensored media)
- The exorbitant cost and failure of US military tactics (The failure of Operation Rolling Thunder was exposed by the 1968 Tet Offensive by the North Vietnamese. This led news channels such as NBC to publicly declare that the Vietnam War was unwinnable. This led to Lyndon B Johnson's decision not to stand for re-election.
- The leaking of the Pentagon Papers (published in the NY Times in 1972), which showed that within the Whitehouse and the Pentagon there was no clear military strategy (and that they had been telling lots of lies).
- Moral outrage caused by US military tactics (Zippo Raids, Napalm and above all, the My-Lai Massacre of 1969, which was revealed by the newspaper The Plain Dealer. This led to the prosecutions for murder of Lt. Calley and revelations of a major cover-up by the US army)
- Nixon's bombing of neutral Cambodia –this led to massive student demos and strikes on campuses throughout the USA. In 1970, the National Guard shot dead 4 US students at Kent State University.

As regards the 'actors' in the crisis, the candidates could make points about the how individuals (such as Martin Luther King, Mohammed Ali etc.) responded to the crisis and mobilized certain sections of US society against the war.

Candidates who have chosen a different political crisis may focus less on how the crisis evolved and more on the role of the media and other actors in the development of the crisis. They may consider broader categories of 'actor' such as the government, the Right and Left, the media themselves (TV in Vietnam, the press – tabloids in the Falklands crisis). Markers should use their judgement here and not penalise candidates adversely for their choice of case study.

Mark holistically on the overall quality of the answer. A Bare pass might only deal with one aspect of the question. Satisfactory answers should cover both why the crisis evolved, and the actors in the chosen crisis, although one aspect may be quite weak. Good answers should provide more balance between the two aspects showing detailed knowledge. Very good answers should give the 'big picture' of the chosen political crisis. **Continued**

Evaluate the role of the media on public opinion during the political crisis you have chosen. [12 marks]

Indicative content:

Because of the variety of possible case studies, the indicative content below does not cover all possible options but gives an indication of the sort of things which might be included in answers based on the Vietnam War.

Indicative content examples for the war in Vietnam:
Candidates may make some of the points below when discussing the influence of the media:
- TV War/ Living Room War
- Lack of press or media censorship
- Contribution of the media to the 'credibility gap'
- Coverage of the My-Lai Massacre by newspapers.
- The Pentagon Papers (the Supreme Court decision to allow the NY Time to publish leaked material from the Pentagon)

The evaluation of the role of media on public opinion requires a nuanced and balanced approach. Students could therefore discuss issues such as draft dodging, mass protests, the growth of counter-culture, student strikes (Kent State) and the decline of approval for US involvement in Vietnam (in 1965 76% of the US population believed the US was right to have intervened militarily in Vietnam; by 1973, this figure was down to 40%).

However, in this answer students should point out that many Americans remained steadfast in their support of the US government (*America: Love it or Leave it* movement) and that President Nixon won a landslide victory in 1972 (49 out of 51 states) despite the controversy of the bombing of Cambodia.

Able students will probably look at the role of the media in the development of the crisis, while weaker candidates will be more descriptive of the media role.

This part of the question requires an evaluation of the role of the media in the candidate's chosen political crisis and should not be just a description of its role. A Bare pass answer might have no supporting evidence and rely on assertion rather than evaluation. Satisfactory answers might focus on just one aspect of the media, such as the press or television and give limited examples of its influence with some evaluation. Good answers will show a firm grasp of subject knowledge with clear examples and some assessment of their influence on public opinion, although this may be limited. Very good answers will include an element of judgement about the extent of media influence and are likely to have a 'big picture' approach.

Total: 20 marks

Question 2: A region of conflict: The Near and Middle East

Explain why there was conflict in the Middle East in the period 1947 to 1973. [8 marks]

Indicative content:
It is important to remember that the following list is neither inclusive nor exclusive, simply a list of points that might be covered. Full marks can be obtained by candidates who discuss a much shorter list of causes but who adopt much more of a 'big picture' approach and avoid too much detailed narrative. The better responses might use some organising categories such as long-term causes, short term causes, economic, social, cultural, religious, imperial policy, Cold War, etc. The best answers might include some evaluation of the causes (even though this is not asked for in the question). All of these approaches should be rewarded.

- Importance of the Middle East as a crossroads between Western nations, the Communist world and developing countries.
- Importance of the Middle East as an oil supplier.
- 1947: Britain asks the United Nations to take over the Palestine problem. The UN proposes partition, which is rejected by the Arabs. Atrocities committed by both sides including Jewish attack on the Arab village of Deir Yassin and the murder of Jews in Jerusalem.
- 1948: proclamation of the state of Israel and invasion by neighbouring Arab states. Repelled by the Israeli forces. Israel ends up bigger than the UN had planned.
- The issue of Palestinian refugees.
- 1956: nationalisation of the Suez Canal by Egypt. France and Britain draw up a secret pact to attack Egypt but forced to withdraw by American pressure.
- 1964: creation of Palestine Liberation Organisation. They declare the establishment of Israel 'illegal and null and void'.
- 1967: The Six Day War launched and won by Israel. UN Resolution 242 calls for Israel to withdraw from territories occupied in the recent conflict. The Arab League issues 'three noes': no peace with Israel, no negotiations with Israel, no recognition of Israel.
- 1970: Black September founded. Jordan expels the PLO after it created a 'state within a state' and launched a campaign of hijacking planes. PLO re-establishes itself in Lebanon and launches raids on Israel.
- 1973: Yom Kippur War – Egypt and Syria attack Israel on Judaism's holiest day. Israel strikes back and Israeli troops cross the Suez Canal before the UN calls for a ceasefire.

Mark holistically on the overall quality of the answer. The main focus should be on an explanation of the conflict rather than a narrative of what happened. The better answers will cover the whole of the period rather than concentrating on one part. A Bare pass will have some relevant facts but limited coverage of the period. A satisfactory answer would utilise appropriate knowledge to cover much of the period, but may be unbalanced in its coverage, and take a narrative approach. A good answer will cover most of the period and will start to explain one or more aspects. A very good answer will have a 'big picture' approach, giving a detailed explanation of two or more aspects, and having good coverage over the whole timespan. Relevant examples other than the ones given above are acceptable, but credit should not be given for examples which fall outside the timeframe of the question, e.g. the Camp David agreement 1979 or the Balfour Declaration 1917.

> **Assess the extent to which this conflict was caused by the actions of the great powers. [12 marks]**

Indicative content:
Although it is implied that this part of the question arises from the first part of the question, the lack of a specific time-frame means that we should accept relevant points from earlier than 1945 and later than 1973.

This part of the question focuses on **evaluating** the causes of the conflict rather than explaining them but there will inevitably be some overlap with the first part of the question. Credit repetition where it helps to develop the arguments used to evaluate the causes.

Actions of the Great Powers could include:
- British government handed over mandate over Palestine to the UN after the end of WW2.
- Cold War issues led the superpowers to become involved in the Middle East. The USA sold arms to Israel and there was pressure from the Jewish lobby in the USA to support Israel.
- Arab states looked towards the Soviet Union for support and bought arms from them.
- Britain and France sent forces to Suez for their own national interests: Britain depended on the Suez Canal for trade links. Pressure from the USA and Russia forced withdrawal.
- Changes over time might include the shift away from the influence of Britain/France towards USA/USSR after the Suez crisis of 1956.
- From 1968 to 1973 the USA and the Soviet Union sent large amounts of aid to Israel and the Arab States respectively.
- Result of the Yom Kippur War changed the actions of the Superpowers. Both accepted that a solution had to be found. Henry Kissinger began his shuttle diplomacy.

Other factors could include:
- Lack of unity among the Arab states
- Rejection of partition by both Arabs and Jews – the Arabs because they would get the poorest land and the Jews because Jerusalem would not be part of the state of Israel.
- Growth in Arab nationalism.
- Growth in terrorism including hijackings and the assault on Israeli athletes at the Munich Olympics in 1972.
- Arab states used the price of oil to try to force the West to stop backing Israel.

This part of the question requires an assessment of the extent to which the conflict was caused by the actions of the great powers, and how far other factors were involved. A Bare pass answer might be fragmentary and limited in the aspects dealt with. Satisfactory answers are likely to concentrate on the actions of the great powers and may deal with one side more effectively than the other. Good answers will have a more even-handed approach and will start to introduce other factors. Very good answers will have a 'big picture' approach and will include an element of judgement in making a clear evaluation of the role of the great powers.

Relevant examples other than the ones given above should be given credit.

Total 20 marks

Geography AMQ and Document: Patterns and change – urbanisation issues

It is essential that we all understand that this is a new style of question and is not a traditional French *croquis*. This may be especially difficult for colleagues who have been trained in the culture of the traditional French *croquis* but it is essential that we apply the mark scheme that follows and that we apply it in a consistent way.

The important point, derived from assessment theory, is that this question should be as comparable as possible, in terms of its demand, to the History DBQ, which is the alternative choice for candidates who decide to answer *Sujet B*. No candidate should be penalised simply for their choice of *Sujet*. This is one reason why the second part of the question, with a document, has been included.

We must also ensure 'positive marking' and 'benefit of the doubt'. This is especially the case with this new and untested style of question. For example, I propose that a candidate who uses more than the allocated 15 lines for their 'commentary' in part (a) should not be penalised. If they continue their answer in the standard answer booklet [where the answer to part (b) will be written] we should read the continuation and credit it when awarding a mark.

In the 'short commentary' candidates should not be penalised if they do not include a 'thesis' or '*problématique*'. This may be a requirement of a French *croquis* but it is not essential for this new Geography AMQ. However, if a candidate does include a 'thesis' (which is the way they may have been taught), this should also not be penalised.

> **(a) On the map outline provided, draw an annotated map to show the spatial dynamics and urban inequalities in Mumbai. Produce a key for your map on the sheet provided and a short commentary of no more than 15 lines, to justify the choices you have made in terms of analysis and representation [10 marks]**

Indicative content:
The map that the candidate draws will depend on what they have been taught in class. A range of responses can be expected. However, there should be a focus on the urban inequalities within Mumbai, using real places within the city and showing some 'place specific' knowledge of those real places e.g. the location and the nature of Dharavi, some reference to Bollywood and the Sanjay Ghandi National Park. The spatial dynamics could include the relationship of the urban areas/zones to roads, railways and the port area. Initiatives such as 'Vision Mumbai' might be included. The use of colour is expected but black and white shading is acceptable and should be marked according to its effectiveness.

This question requires three things, the map, the key and the justification. The map and the key should be closely related and show the distinctive features of Mumbai and the way in which the area is organised. Some reference to the main actors and phenomenon can be expected and to the way these are changing. The map and the key should communicate information clearly but this is not a test of drawing skills and the map does not have to be aesthetically pleasing to gain high marks. The commentary should justify the decisions that were made when choosing what to show in the map and the key. It may also explain the limitations of the map and the key, although this is not essential. The statements in the generic mark scheme are the key to deciding on a level;

- *For a bare pass, only some locations need to be precisely identified. Symbols and colours are used but some may be used inappropriately. The key has a basic structure and the commentary is basic.*
- *For a satisfactory response, many of the locations are precisely identified. Sufficient symbols and colours are used and the key is adequately structured. Commentary is simple but clear.*
- *For a good response, most of the locations are precisely identified and a good range of colours and symbols are used. The key is well structured and the commentary shows good evaluation and judgement.*
- *A very good response has precisely identified locations, wide ranging symbols and colours used appropriately and a very well-structured key. The commentary shows high level evaluation and judgement.*

(b) Using your sketch map, Document A, and your own knowledge, evaluate the challenges faced by megacities in LEDCs and NICs. [10 marks]

Indicative content:
It is expected that this part of the question will 'broaden out' the response, moving away from specific reference to Mumbai, although reference to the map means that Mumbai could well be used to exemplify or justify the points made. Possible challenges faced by megacities could include;

- Rapid urbanisation and increase in the urban population.
- The resulting pressure on housing and services such as health and education.
- Ensuring suitable employment is available.
- Combatting urban sprawl. *
- Providing an efficient intra-urban transport system, avoiding congestion. *
- Reducing poverty and creating a more equal society. *
- Integrating different ethnic groups. *
- Reducing pollution of all types.
- Providing adequate amenities such as clean water, electricity and sewage disposal systems.
- Ensuring adequate waste disposal.

    * = points which may be drawn from the document

This question requires skilful use of the document and the map of Mumbai. The document only mentions some of the challenges and the map of Mumbai will not have room to include many more, so some use of the candidate's own knowledge will be required for a high mark to be awarded. There is an expectation that the challenges will be evaluated and placed in some sort of order, not just listed and described. The use of examples and case-studies other than Mumbai and Johannesburg can be expected. **There is no requirement to discuss the usefulness of the document or the map.**

- *For satisfactory answers, appropriate specific examples should be given, from the candidate's own knowledge, as well as examples from the document/sketch map. Such answers will include some evaluation although it may be limited.*
- *Good answers should integrate the candidates own knowledge with information given in the document/sketch map and include appropriate and relevant exemplar material, which may be based on a case study of a megacity other than Jo'burg and Mumbai. The response should be well-structured and there should be some evidence-based evaluation.*
- *Very good answers should skilfully incorporate information from the sketch map, the document and the candidate's own knowledge, using place-specific examples which show extensive and detailed knowledge and thorough understanding of the issues. The answer should be very effectively structured to give a 'big picture' approach and provide analytical evidence-based judgements.*

Relevant examples other than the ones given above should be given credit.

For a response which mentions neither the sketch map nor Document A: **max 5 marks** (bare pass).

For a response which ignores Document A but does refer to the sketch map OR ignores the sketch map but does mention Document A: **max 8 marks** (good response).

Sujet B

Geography Essay

Question 1: Population Issues

> **Explain the main causes of international migration. [8 marks]**

Indicative content:

Candidates may structure their answer around the main types of international migration e.g. voluntary and involuntary movements. The main factors that appear to have driven international migration streams are;
- Population pressure in the source country.
- Demand for workers in the destination country e.g. construction workers in the Middle East.
- Economic differences between countries which mean that people move in search of a higher standard of living.
- War, natural disasters, lack of personal freedom and persecution in the source country, which makes people move for a better quality of life.
- The reduction of barriers to international migration in some parts of the world such as the Schengen Agreement in the EU but also the increase in the availability and speed of international travel and the reduction in its cost.

Candidates may structure their answer around the relevant push and pull factors related to;
- Standard of living e.g. wages and job opportunities
- Quality of life e.g. housing quality and access to amenities such as schools and hospitals
- Direct threats to life e.g. war, persecution, natural disasters.

They may also mention factors such as students moving for education, the impact of globalisation, cultural and language factors – often related to migration from former colonies to the former colonial power.

Expect development of points with reference to real world examples.

Mark holistically on the overall quality of the answer. Satisfactory answers should cover at least one cause in detail or two in outline. Good answers should cover two causes in detail or more in outline. Very good answers should thoroughly develop the causes covered in the answer, showing detailed knowledge of the topic and very good understanding, perhaps linking two or more causes together.

Relevant causes other than the ones listed above are acceptable.

*No double credit for push/pull factors e.g. low wages in the source country and high wages in the receiving country is only one point. No credit for examples of **internal** migrations but credit can be given for causes which might also apply to **international** migrations.*

Evaluate the impact of international migration on the destination countries. [12 marks]

Indicative content:
Impacts could be economic, social, political and cultural and can be both negative and positive.

- Positive economic impacts include; migrants take the difficult/dirty/dangerous jobs, skilled labour at reduced cost e.g. doctors that have been trained elsewhere, labour shortages can be filled quickly, labour costs are reduced for employers, migrants on work permits can be sent home in a recession so reducing welfare payments.
- Negative economic impacts include; the increased cost of providing services such as health and education, more housing will have to be built, local workers may be forced out of jobs (esp. unskilled jobs) increasing unemployment payments, some of the money earned by migrants leaves the host country as remittances.
- Positive social impacts include; creation of a multi-cultural society with greater inter-ethnic understanding, immigrant families often revitalise declining services such as local convenience stores, a wider range of products and foods become available.
- Negative social impacts include; the development of ethnic ghettoes, increased racial tension, local schools may become dominated by an immigrant ethnic group, second generation migrants often lose their cultural identity.
- Political and cultural impacts; the arts can be enhanced by immigrant culture such as music, discrimination may lead to unrest and the govt may introduce anti-discrimination laws, anti-immigration political parties may develop, laws restricting immigration may be introduced.
- Environmental impacts such as growth of cities, overcrowding, increased noise and other pollution may also be mentioned.

This part of the question requires an evidence-based evaluation.

- *'Bare pass' answers may be one sided, only addressing the positive or negative effects of migration, with limited use of examples and case studies.*
- *Satisfactory answers may be unbalanced, addressing positive or negative in more detail, but should cover both sides, even if one is relatively weak. Several examples will be used to back up the arguments. There should be some attempt at evaluation.*
- *Good answers should be well balanced, covering a range of positive and negative aspects, with clear reference to 'impacts of international migration on the destination country'. There will be good use of examples and/or case studies (more than one country will be covered) and a clear understanding of the relevant issues, with good development of points made. There should be a clear attempt to evaluate and judgements will be linked to evidence.*
- *Very good answers should look at the wider picture and have a clear evaluative focus rather than narrative description. Judgements should be clearly linked to the evidence. The response should include a range of positive and negative aspects, including social, economic and political. The situation in several countries will be discussed, perhaps with a comparative element. Points made are well developed.*

Relevant impacts other than the ones given above should be given credit.

Total: 20 marks

Question 2: The dynamics of globalisation

Explain the main causes of globalisation. [8 marks]

Indicative content:
- The growth of TNCs and the consequent increase of FDI.
- Advances in global transport allowing the easier/cheaper movement of goods and people.
- Advances in global communications networks (e.g. the internet and mobile phones) allowing the movement of information and knowledge.
- The liberalisation of international trade due to organisations such as the WTO, NAFTA and the EU, leading to an increase in the interdependence between rich and poor nations.
- The increasing importance of emerging economies such as India, China and other NICs, in terms of expanding demand and lower labour costs (leading to the NIDL).
- The emergence of free-market governments in the USA and the UK after 1980, which influenced policy makers in other countries.
- The collapse of the main communist bloc which means that most countries are now part of the global free market.

Mark holistically on the overall quality of the answer. Satisfactory answers should cover at least one cause in detail or two in outline. Good answers should cover two causes in detail or more in outline. Very good answers should thoroughly develop the causes covered in the answer, showing detailed knowledge of the topic and very good understanding, perhaps linking two or more causes together.

Relevant causes other than the ones listed above are acceptable.

Evaluate the positive and negative effects of the NIDL (New International Division of Labour) on both LEDCs and MEDCs. [12 marks]

Indicative content:
Candidates should show a good understanding of what is meant by the NIDL i.e. the change in the location of manufacturing industries from MEDCs such as the UK, USA and Japan to LEDCs and NICs such as China, Vietnam and India. Until 1970, most LEDCs were suppliers of minerals and agricultural products and the MEDCs focused on producing manufacturing goods. The changes associated with the NIDL have led to big changes in the employment structure of all countries involved with an increase in manufacturing at the expense of primary industry in the LEDCs and a reduction in manufacturing / increase in services in the MEDCs. This change is part of on-going globalisation and is strongly related to de-industrialisation in MEDCs, the spread of TNCs and the container revolution in transport.

- Positive effects in LEDCs have been the increase in manufacturing employment with the related improvement in standard of living of the workers. Government revenues have increased from increased taxation of those workers and national income has increased. This extra money has allowed the development of physical infrastructure e.g. roads and social infrastructure e.g. schools. As the population have become more urbanised and affluent birth rates have reduced, reducing future population pressures.
- Positive effects in MEDCs include; increased profits for TNCs, resulting in economic growth in the MEDC as a whole. Cheaper goods in the shops, increasing quality of life. Reduction in pollution as old heavy industries close down. A cleaner, more pleasant working environment in business parks and science parks. An increase in service industries such as insurance and financial services which are often more profitable than manufacturing industries. Quaternary industry such as R+D in the TNCs headquarters has increased, providing more highly paid jobs.
- Negative effects in LEDCs have been the introduction of very lowly paid jobs and other aspects of worker exploitation such as having to live in 'barracks' accommodation. Increased atmospheric and water pollution as many of the new manufacturing industries are subject to very limited environmental controls. Urban problems such as lack of adequate housing in cities where the new industries have located. The movement of profits back to the MEDCs where many of the TNCs are based.
- Negative effects in MEDCs include large derelict areas of run-down heavy industry such as the 'rust belt' in the USA. High unemployment rates amongst former manufacturing workers who can't get jobs in the new industries because of lack of the relevant skills. Political unrest leading to the rise of 'non-establishment' parties that promise to reverse the changes e.g. Trump in the USA.

Candidates may also mention 'backlash' policies such as the current 'trade war' and its implications for all countries.

Determine the overall quality of the answer using the generic criteria, bearing in mind;
- *the conceptual understanding shown.*
- *the inclusion of detailed knowledge of the effects of the NIDL on countries that the candidate has studied (place specific detail)*
- *an understanding of the importance of a range of impacts, not just the economic impacts*
- *the structure and organisation of the response, which includes skills of discussion and evaluation, rather than just a descriptive or narrative approach.*

Satisfactory answers should include some attempt to evaluate by looking at more than one impact in contrasting countries. Good answers will include the effective use of detailed knowledge and a clear evaluation which is evidence-based. Very good answers will take a 'big picture' approach with extensive use of detailed and well-directed knowledge to produce an effectively structured response with a clear evaluative focus rather than narrative description.

Evaluation should be linked to the evidence. The response should include both positive and negative aspects, applied to one or more countries. Relevant examples other than the ones given above should be given credit.

Total: 20 marks

History Documents: Levels of government from 1945 to the present: European integration from 1948 to 2007

Study Documents A and B

> **(a) How useful are Documents A and B for a historian studying British and European attitudes towards membership of the European project between 1945 and 1967?**
> **[8 marks]**

Indicative content:
The points below list the strengths and weaknesses of each document. These points may be included in students' answers**.** However, it is important to remember that students are encouraged to take a thematic approach to this type of question and not just deal with each document separately. Either approach is legitimate; either taking a thematic approach or dealing with each document separately. The key to a good answer is highlighting the limits and usefulness of the documents, taken together.

Document A could be useful in that Churchill was a respected politician who led Britain during the Second World War and his opinion would be highly valued by many people. The speech was aimed at world leaders and was designed to initiate a debate on the integration of the countries of continental Europe, especially through co-operation between France and Germany. In this speech Churchill does not see Britain as part of Europe as he talks about Britain, (together with the British Commonwealth of Nations, the USA and, he hopes, Soviet Russia) being the friends and sponsors of the new Europe but does not talk about Britain being a member of the new Europe. The main importance of this speech was that it can be seen as the turning point in favour of a united post-war Europe. It was the first major commitment by an influential British statesman to European integration and spurring on the pan-European project at a crucial time in its history.

However, Document A is limited in that Churchill was not in power at the time he made this speech. His words may just be the views of one man and there is no evidence about how far they are shared by others. The speech was made in 1946 and so it is a snapshot from a moment in time and may not reflect how views changed between 1945 and 1967. Also, Churchill was British and so his views may not represent those of other countries in Europe. His views may not even be representative of other British politicians. This extract perhaps implies that the mistakes made at Versailles should be avoided, but this is not explicit in the extract.   Because Document A is only an extract from the speech it could misrepresent the message as a whole.

Document could be useful because it gives the views of one of the key leaders of the European Community. He is clear about the reasons why he thinks Britain did not participate in the European Community from the beginning, saying that Britain is not continental and has ties with the United States. Document B gives a longer view of the period than Document A as de Gaulle is looking back over the time in question. The speech was made at a time when the French economy was growing strongly and de Gaulle felt able to reject British membership of the European community as he had already done in 1963.

However, Document B is again the views of one man, albeit a very important leader of one of the leading nations of the European Community. Document B is a very strong statement of his views, but it does not give any indication of how other politicians felt in France or other European states, and the question asks about 'Europe' not just France. It does not give any indication of the effects of his rejection in Britain. Britain recognised that their application was unlikely to be successful as long as de Gaulle remained in power, but they did not give up and courted other politicians instead.

This question requires an appreciation of the usefulness AND limitations of Documents A and B on an understanding of British and European attitudes towards membership of the European project between 1945 and 1967. Candidates need to show understanding of the time period involved and the context in which the two speeches were made. Are the documents sufficient? Do they focus enough on the whole time period? Do they cover 'European' attitudes or focus just on Britain and France? Or even just the personal views of Churchill and de Gaulle?

- *A Bare pass would show a basic approach to the use of both documents and limited interpretation and/or use of them.*
- *A satisfactory answer would use both documents, although the interpretation of one may be stronger than the other.*
- *A good answer would show a more skilled interpretation and use of both documents.*
- *A very good answer would show a good balance between the two documents and show skilled interpretation of what they show AND their limitations.*

The effectiveness of the structure of the response should be taken into account when allocating the final mark.

For a response which only considers one document: **max 4 marks** *(bare pass)*

> **(b)** **Using Documents A and B and your own knowledge, evaluate the reasons why it took Britain until 1973 to become a member of the European Community. [12 marks]**

The question requires candidates to use both the documents AND their own knowledge to show knowledge and understanding of the reasons why it took Britain until 1973 to become a member of the European Community.

Indicative content:
*Please note that the following points are 'indicative' and are neither exclusive nor inclusive. **Other relevant points should be credited and the candidate is not expected to include everything listed below.***

Reasons from the documents could include:
- Britain's relations with the USA and the Commonwealth
- Views that Britain was not really a continental power but an island
- It was harder for Britain to join later after initial decision not to be part of European Coal and Steel Community or the Treaty of Rome
- Fears that Britain would try to dominate the organisation
- Creation of EFTA
- Apparent British desire to make changes to the Treaty of Rome if she joined the organisation

Reasons from the candidate's own knowledge could include: Events between 1947 and 1973, which are not covered in either of the documents, such as:
- Were de Gaulle's real reasons for blocking British membership more to do with fears that English would become the common language of the Community?
- De Gaulle warned other EEC members that if they tried to impose British membership on France it would result in the break-up of the community
- De Gaulle's views that the British economy was incompatible with that of Europe e.g. working practices in agriculture
- Britain's view of its place in the world being wider than just Europe – deluded visions of global grandeur, the Commonwealth
- The Labour Party's socialistic hatred of the European free market
- The failing British economy – UK compared to European prosperity and competitiveness
- The effect of the Suez Crisis, cold war factors, and other geopolitical reasons
- US attitudes encouraging UK membership
- The work of the British ambassador in Paris after 1969, Christopher Soames, who worked behind the scenes to become closer to the EEC
- Pompidou's choice of more pro-British ministers after he succeeded de Gaulle in 1969. He lifted the French veto in 1971 and this led to successful negotiations on British membership
- Efforts made by the Conservative Group for Europe (CGE) to improve relations with France
- The election of a Conservative government led by Edward Heath in 1970. Heath was a strong pro-European who had been responsible for earlier negotiations on British membership. One of his first acts was to reopen negotiations for Britain's entry into the EEC.

Relevant examples other than the ones given are acceptable and should be rewarded.

This part of the question requires an evaluative examination of the evidence presented and should take an evaluative rather than a narrative approach. There should be some attempt to make a judgement for the higher levels. This could be that the reasons were mainly political and related to Anglo-French rivalry, to Britain's relations with the wider world e.g. the USA and the Commonwealth, that there was division within Britain about the European project. Or that the reasons were mainly economic and related to the incompatibility of Britain's economy with that of Europe, and the British unwillingness to compromise.

- *In a satisfactory answer appropriate specific examples should be given from the candidate's own knowledge as well as examples from the documents. Satisfactory answers will include some evaluation, although it may be limited, and should begin to provide a judgement. The answer may focus on one or two areas in detail or more in outline.*
- *Good answers should integrate own knowledge with information given in the documents and go beyond the given information. The response should be well-structured and there should be some examples of evidence-based judgements. At least two areas should be addressed in detail or more in outline.*
- *Very good answers should use specific examples from both documents and the candidate's own knowledge. The focus should be on evaluation supported by specific information. The answer should be very effectively structured to give a 'big picture' approach and provide analytical, evidence-based judgements.*

For a response without reference to at least **one** of the documents: **max 6 marks** (bare pass)

Total 20 marks

End of Mark Scheme