

**OPTION INTERNATIONALE DU BACCALAUREAT
SESSION DE JUIN 2017**

Question-specific notes

Sujet A

History Essays - Question 1: Pathways to power: China and the world 1949-1972

Explain why China felt compelled to 'lean to one side' (the Soviet side) in the early 1950s. [8]

Indicative content:

- The early 1950s were the early stages of the Cold War and the impact of the Korean War
- China and the Soviet Union were both communist countries in a hostile capitalist world
- Prestige of USSR as first communist country and role as 'big brother'
- China had a rural, peasant based economy and Mao wanted to modernise and industrialise quickly. He looked to the Soviet Union for help in this.
- Although Mao and Stalin interpreted Marxism differently and distrusted each other, Stalin thought that China needed guidance and protection from the USSR and Mao needed expertise and aid to develop his new country
- Mao believed that the Sino-Soviet Treaty 1950 obliged the USSR to provide China with expertise and aid at low cost although he soon found out that the treaty worked largely in favour of the USSR
- Soviet planners and engineers came to China in the 1950s to give material aid and introduce new scientific techniques

Mark holistically on the overall quality of the answer. Satisfactory answers should cover at least one reason in detail or two in outline. Good answers should cover two reasons in detail or more in outline. Very good answers should clearly address the situation China found itself in and lack of other options. Relevant examples other than the ones given above are acceptable. Be aware that the question refers to the early 1950s and do not credit examples from a later period.

History Question 1 continues on the next page

To what extent was the *rapprochement* between the USA and China at the end of the 1960s and early 1970s the consequence of the Sino-Soviet split? [12]

Indicative content:

Reasons for Sino-Soviet tensions

- Ideological differences including disagreement over: co-existence with the West; leadership of international communism; the nuclear question; the Brezhnev doctrine
- Personal rivalries: Mao and Khrushchev 1956-64; Mao and Brezhnev 1964-76.
- Soviet attempts to dominate world communist leadership is challenged by China. For example, the increasingly bitter clashes in International Communist conferences from the late 1950, through into the 1960s.
- A series of border incidents between China and USSR threatened to turn into full-scale war
- Nuclear weapons were repositioned by both Soviet Union and China to face each other rather than Western countries.

Reasons for US/Chinese *rapprochement*

- Part of Mao's strategy to undermine the USSR and US desire to isolate USSR
- Acquisition of nuclear weapons by China creates a tripolar world
- US desire to withdraw from the Vietnam entanglements
- 1971 USA formally recognised Red China's right to replace Taiwan in the UN security council
- This led to the beginning of talks in 1971
- April 1971 'ping pong diplomacy' – China invites US table tennis players to visit
- Secret visit to China by Kissinger in July 1971 and open one in October
- Visit by President Nixon to Beijing 1972
- Role of Zhou Enlai

*This part of the question requires an evidence-based assessment. A 'bare pass' answer may only address one of the reasons above. Satisfactory answers may be one-sided, ignoring the other side completely. Good answers may be unbalanced, addressing one side in more detail, but should cover more than one reason, even if the other side is weak. Very good answers should look at the wider picture and have a clear evaluative focus rather than narrative description. Expect a judgement looking at the other reasons for *Détente*, compared to the role of the Sino/Soviet split. Relevant examples other than the ones given above are acceptable.*

Total: 20

History Essays - Question 2: British history: The Thatcher years, 1979-1990

Explain why political opposition to Margaret Thatcher was so ineffectual throughout the 1980s. [8]

Indicative content:

Reasons relating to Margaret Thatcher's strength (*Most candidates will focus on this aspect of the question*).

- Thatcher's popularity especially after victory in Falklands and 1983 election.
- Media support for Thatcher and her policies.
- Rising living standards for those in work.
- Popularity of policies e.g. curbing the power of unions.
- Her strong image as the 'Iron lady'.

Reasons relating to opposition weakness (*This is likely to be poorly done by most candidates and this has been taken into account in the mark scheme – refer to the statement for a 'very good' answer*).

- Divisions in the opposition with the Labour Party moving to the left and the creation of the SDP. This led to a struggle to be recognised as the main opposition.
- Weakness of Michael Foot's image in the media. Powerful public speaker but poor communicator on television and often portrayed as badly dressed.
- 1983 Labour election manifesto - 'the longest suicide note in history'.
- Neil Kinnock replaced Foot after election defeat in 1983 but had to contend with Militant Tendency and the need to modernise the Labour party. Labour often seemed mired in internal reforms and battles rather than opposing the government.
- 1987 election saw better results for Labour but defence policy still a problem and the SDP split the opposition vote.

*Mark holistically on the overall quality of the answer. The main focus should be on the 1980s and material outside the time period should not be credited. 'Bare pass' answers may only address one aspect. Satisfactory answers should cover at least one aspect in detail or more than one in outline. Good answers should cover more than one reason in detail and maybe some other reasons in outline. Very good answers should cover both the strength of the government (more than one reason in detail and some other reasons in outline) **and** give some indication, however incomplete, of why the opposition was ineffectual. Relevant examples other than the ones given above are acceptable.*

N.B. Max 7/8 (Good) for an answer that focuses only on the strengths of Margaret Thatcher and her government and ignores the weakness of the opposition.

History Question 2 continues on the next page

How far did Mrs Thatcher's domestic policies succeed in her aim to 'shake up' the UK between 1979 and 1990? [12]

Indicative content:

- Perceived problems that needed 'shaking up' – economic, social, 'Britain in decline'.
- Shift from centralised, state-controlled institutions to privatisation and economic reform.
- Handling of the miners' strike 1983-4 and reduction in power of unions.
- Decline in manufacturing industry
- Decline in power of local government and introduction of 'Right to buy' council houses
- No real attempt to reform institutions such as the National Health Service, education, prisons, police.
- Introduction of the 'poll tax'
- Divisiveness of legacy – responsible for 'New Labour'?
- Growth of inequalities – regional, social and economic.

This part of the question requires evaluation of extent of success and should not just be a description of Mrs Thatcher's domestic policies. Satisfactory answers might focus on just one policy and its level of success or describe a number of policies with no real evaluation. Good answers should give clear examples of domestic policies and some assessment of their success although this might be one-sided. Very good answers will include an element of judgement in making a clear evaluation of the extent to which Mrs Thatcher succeeded in her aim to 'shake up' Britain. Relevant examples other than the ones given above should be given credit.

Total: 20 marks

Geography Document: Globalisation and development: The role of government organisations

Study Documents A and B

(a) How useful are Documents A and B for understanding the role of Special Economic Zones in development? [8]

Document A could be useful in that it shows the global distribution of SEZs by choropleth shading and the number of workers employed in SEZs in each world region by the use of proportional circles. There is generalised global information in the three boxes above the map and specific annotations on the map, giving information about SEZs in China, India, the UAE, Africa and Central America. There is a link between SEZs and development as data on their impact on exports and GDP are given in places and in India there is information on the link between SEZs and the development of the tertiary and quaternary sectors of industry. However, many of the proportional circles are too small to read accurately and there is no detailed information regarding North America, South America, Europe, Australasia and most of Northern Asia. Many of the statistics are vague, e.g. 'estimated' or 'about' or 'more than'. There is very little information about **how** SEZs stimulate development.

Document B can be used to add detail to the information in Document A and confirms the importance of SEZs in Central America. The map gives useful locational information and illustrates the importance of coastal locations, emphasising the link between SEZs and exports. However, there is no key to explain the shading on the map and there is no real link between the map and the information in the first paragraph of text. The text contains good information about the way SEZs are expected to stimulate economic development and the reasons for their location in Southern Mexico e.g. 'The intention is to promote investment in deprived areas.' There is good *place-specific detail* e.g. regarding the SEZ in Puerto Chiapas. However, the effectiveness of the proposed SEZs is not clear as they are not yet 'up and running' and at one point the phrase 'the details are not yet known' suggests that the impact of SEZs is by no means certain – after all, half of SEZs have not been successful.

Some consideration should be given to how the provenance of the documents affects their usefulness. For example, Document A originates from a textbook published by a well-known publishing company, suggesting that the information may be reliable (but the map itself is sourced from the Internet, putting a possible question mark over its reliability). Document B is written by a journalist and so may not be objective or factual in the way that Document A is, however it is taken from a prestigious and well respected publication.

This question requires an appreciation of the usefulness and limitations of Documents A and B. 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 have a good balance between the two documents and show a 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. Relevant examples other than the ones given above should be given credit.

For a response which only considers one document: **max 3 marks** (*weak response*).

Geography DBQ question continues on the next page

(b) Using Documents A and B and your own knowledge, evaluate different development strategies. Use at least one case study in your answer. [12]

The question requires candidates to use the documents and their own material to show knowledge and understanding of at least two development strategies.

Document A presents global information on the use of SEZs to stimulate development but evaluation is limited to a few basic statements regarding exports, GDP and FDI. Document B presents a partial case study of the use of SEZs in Mexico but there is some significant evaluation of their success globally and their expected success in Mexico. The documents focus almost entirely on one development strategy – the use of SEZs to stimulate economic growth.

Candidates will need to use their own material to introduce at least one other development strategy to meet the demands of the question. Evaluation of this/these development strategies could be comparative but does not need to be. As the case study given in the documents is partial, at least one other case study needs to be used to illustrate the 'different development strategies' that the candidate introduces.

This part of the question requires an evaluative examination of the evidence presented and should take an evaluative rather than a narrative approach.

- *For satisfactory answers, appropriate specific examples should be given, from the candidate's own knowledge, as well as examples from the documents. Such answers will include some evaluation although it may be limited and should begin to provide a judgement.*
- *Good answers should integrate the candidates own knowledge with information given in the documents and include a recognisable case study related to at least one alternative development strategy. The response should be well-structured and there should be some examples of evidence-based judgements.*
- *Very good answers should look at the benefits as well as the problems of SEZs and at least one other development strategy, using specific examples from the documents and at least one case study from the candidate's own knowledge. 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 without any reference to the documents: **max 5 marks** (*weak response*).

For a response without a recognisable case study (or a developed example) related to at least one alternative development strategy: **max 6 marks** (*weak pass*).

Total: 20 marks

Sujet B

Geography Essay

Question 1: The processes and actors of globalisation

Explain the main causes of globalisation. [8]

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.

Geography Question 1 continues on the next page

Evaluate the positive and negative aspects of transnational corporations and their global activities. [12]

Indicative content:

The 'global activities' of TNCs could refer to headquarters, R+D, manufacturing (including sub-contracting), transport, marketing, distribution centres and advertising. An overall point worthy of credit is that large TNCs that exploit tax loopholes between nation states have a negative effect on world development.

For MEDC 'HQ' countries aspects could include;

Positive aspects	Negative aspects
Increased profits, greater tax revenues, cheap imports	Higher unemployment for low-skilled workers, industrial dereliction

For LEDC/NIC 'host' countries aspects could include;

Positive aspects	Negative aspects
Influx of capital (FDI), increased tax revenues, reduction in the development gap	Workers are exploited, low wages, poor health and safety conditions
Development of workers' skills, which can be transferred to other industries	Profits mostly go abroad to 'HQ' country
New infrastructure projects	Most employment is unskilled/semi-skilled
Greater productivity/efficiency in other industries due to competition	Local resources are exploited, adverse effect on the local environment
Multiplier effect	Goods produced are exported, too expensive for the local market
The development of industrial 'growth poles'	TNCs may move out if the conditions of trade/wage rates change
	The development of industry concentrated at 'growth poles' may lead to rapid rural-to-urban migration and decline in local food production.

For an adequate answer which does not refer to some aspect of the TNCs 'global activities' max 8 marks

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 TNCs, 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 'global activities'. There will be good use of examples and case studies 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, applied to both MEDCs and NIC/LEDCs. More than two TNCs will be quoted and there should be a clear understanding of the 'global activities' and how these relate to the positive and negative aspects of the TNCs. Points made are well developed and there may be some reference to theories, such as NIDL and 'global shift'.*

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

Total: 20 marks

Question 2: Population issues

Describe the main reasons for a country having a young population. [8]

Indicative content:

- A youthful population is one with a high proportion of young dependents, typical of a country in stages 2 and 3 of the DTM.
- Causes are related to the demographic changes linked to economic development i.e. as a country moves through the DTM.
- In stage 2 the death rate (DR) falls, especially the infant mortality rate, but the birth rate (BR) stays high – a lot of babies are born and most survive, producing an increase in the proportion of young people in the population.
- Factors leading to a lower DR include; better water supply, improved sanitation, improved health care and a better diet – all are the consequence of increasing national and personal wealth.
- Factors maintaining a high BR include; lack of knowledge of and/or unavailability of contraception, the subservient role of women in traditional societies, poor educational provision for girls, religious beliefs, the fact that children are an economic asset and pro-natal government policies.
- The growth of the youthful population continues into stage 3 of the DTM where BR, although falling, is still higher than DR.
- High levels of immigration can also cause a youthful population. Many immigrants are young adults in the child-bearing age group. This boosts the BR and increases the number of young people.

Mark holistically on the overall quality of the answer. Satisfactory answers should cover at least one reason in detail or two in outline. A good description of the causes should show some understanding of the relationship between BR, DR, and the increase in the proportion of young people, with some reference to the DTM. Very good answers should clearly address the relationship between demographic changes and economic development. Relevant reasons other than the ones given above are acceptable.

Geography Question 2 continues on the next page

With reference to India and/or China, discuss the extent to which a young population impacts the development of a country. [12]

Candidates may refer to any **impacts** and to one or more countries. Impacts may be negative or positive.

N.B. After discussion with OIB subject specialists, it has been decided that place specific references to countries other than India and China should be credited as candidates may have been taught this topic without reference to the two countries specified in the question.

Indicative content:

- Food supply will need to increase to feed all the extra, non-productive population.
- There is pressure on the health service. The high birth rate means more midwives are needed and young children need clinics for check-ups and vaccinations.
- There may be a shortage of kindergartens and schools. There is pressure on the government to provide these facilities and taxation may need to increase.
- The rapid population growth threatens to produce over-population and the government could introduce anti-natalist policies to reduce the birth rate.
- When the children grow up they will need jobs and this could increase unemployment.
- However, all these extra workers provide a large pool of relatively cheap labour and this could attract TNCs, stimulating industrial production and economic growth. This is known as the demographic dividend and is something that NICs experience as they reach Stage Three.
- Correct and relevant reference to Boserupian and/or Neo-Malthusian ideas should be credited.

Determine the overall quality of the answer using the generic criteria, bearing in mind;

- *the conceptual understanding shown of the impact of a youthful population on national population structure and development*
- *the inclusion of detailed knowledge of the impacts of a youthful population on either India, or China or another country that the candidate has studied (place specific detail)*
- *an understanding of the importance of social, political and cultural 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 discussion and/or attempt to provide a judgement by looking at more than one impact in one or more countries. Good answers will include the effective use of detailed knowledge and discussion and/or judgement which will be 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. Judgements should be clearly linked to the evidence. The response should include both positive and negative aspects, applied to one or more countries. Points made are well developed and there may be some reference to theories, such as over-population.

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

Total: 20 marks

History Document: Britain 1945-1951

Study Documents A and B

(a) How useful are Documents A and B for understanding the approach of the Labour Party towards the establishment of the Welfare State after 1945? [8]

Document A is useful in that it gives two extracts from the election manifesto of the Labour Party in 1945, and so it is from the time period the question is asking about. It tells the reader about two of the promises that the Labour Party were making if they won the election: housing and the NHS.

However Document A is limited in that there are parts of the Welfare State which are not mentioned such as education, social security and employment.

The issues could be described as generally 'left wing' politically. Document A is useful in that it tells the reader what the Labour Party were promising before the election and gives some details about how they say they will introduce the policies, but it does not give any information about what happened once Labour were actually in power.

Document B is a cartoon from 1948, after the Labour Party won the election and when the Labour government was starting to introduce the policies they had promised. It refers to the negative reaction of doctors to the introduction of the National Health Service. The cartoon was published in Punch which was a humorous British magazine which made satirical comments on life and politics. Candidates might comment on various factors in the cartoon including: the queue of doctors do not seem very happy about the 'medicine' which they are receiving; Aneurin Bevin, the minister in charge of setting up the NHS seems to be very strict about handing out the 'medicine'; the title 'it still tastes awful' suggests that doctors are not happy about what is happening, and may be being forced to take part.

A limitation of the cartoon would be the need to know something about the motivations of the cartoonist to fully judge its usefulness. There is not enough information to show whether all doctors felt negative about the introduction of the NHS, for example.

Candidates may describe and analyse each element of the cartoon **OR** go straight into its message and what it means.

This question requires an appreciation of the usefulness AND limitations of Documents A and B in order to understand the approach of the Labour Party towards the establishment of the Welfare State after 1945, and the best answers will focus on both these elements. Are the documents sufficient, do they focus on enough elements of the Welfare State? Better answers will use the provenance of the documents to make inferences about their usefulness. A weak answer may only use one of the documents. 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 and may be starting to address both strengths and limitations. A very good answer would have 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 3 marks** (weak response)

The History DBQ continues on the next page

(b) Using Documents A and B and your own knowledge, evaluate the policies of the Labour governments between 1945 and 1951. [12]

The question requires candidates to use both the documents AND their own knowledge to show knowledge and understanding of the policies of the Labour governments between 1945 and 1951.

Indicative content:

Policies of the Labour government from the documents are:

- The introduction of the NHS (own knowledge could include costs, improvements in children's health, promises made to doctors to end their opposition, free at the point of need etc.)
- Housing (own knowledge could include new towns, slum clearance, effects of bombing, prefabs, council housing)

Policies of the Labour government from the candidate's own knowledge could include:

- Nationalisation (e.g. Bank of England, Coal Board, railways, iron and steel)
- Education (free universal education, 11+ exam for grammar schools, school leaving age raised to 15)
- Social security (e.g. national insurance, family allowance)

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. This could be positive – e.g. the policies were successful overall in reducing poverty and providing a 'safety net' for people – or negative e.g. the policies created a 'dependency culture', were expensive and failed to fully address e.g. housing and education needs.

For satisfactory answers, 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 may 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 look at both positive and negative views of the policies of the Labour government using specific examples from both the documents and the candidate's own knowledge. 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 are acceptable.

For a response without any reference to the documents: **max 5 marks** (weak response)

Total 20 marks