

MARKSCHEME

November 2000

HISTORY

Higher and Standard Level

Paper 2

Notes on Individual Questions

These notes must be read in conjunction with the current mark bands.

Topic 1: Causes, practices and effects of war

1. For what reasons did the United States get involved in the First and Second World Wars?

Candidates need to explain the isolationist policy of the United States, give the events which triggered the United States entry into both wars, the U-boat campaign, the sinking of the Lusitania, and the resumption of unrestricted submarine warfare, for the First World War, and the bombing of Pearl Harbour and the Zimmermann telegram for the Second.

Adequate and accurate explanations of the above would probably score within the *[8-10 marks]* and *[11-13 mark]* bands. For the higher bands *[14-16 marks]* and above assessment and evaluation of the reasons for and behind the declarations and involvement as well as the debate, motives, *etc.* in the US are necessary.

2. With reference to *two* civil wars each chosen from a different region, discuss the view that civil wars are usually caused by economic problems rather than by political *or* religious differences.

Candidates can of course argue either way but for a satisfactory answer *[8+ marks]* they must at least consider the economic aspect before discussing political and/or religious differences. Three wars that will probably be chosen as examples are the Chinese, Spanish and Vietnamese Civil Wars, although candidates may not be well informed about the economic problems of the latter. Both China and Spain were undergoing economic and social unrest with poverty in rural and urban areas. However the polarisation of society and politics, and especially religious divisions in Spain were also significant.

Narrative answers will probably score *[8-10 marks]* or *[11-13 marks]* with comments. Analytical structured answers should reach *[14-16 marks]* and higher with balance. If only one civil war is addressed mark out of *[12 marks]*.

3. In what ways and for what reasons did the role of propaganda become increasingly important in twentieth century wars?

This is an open-ended question and no demand or guidance is given for the number or types of wars that should be used as examples. Consider carefully whatever is offered, and reward well thought-out arguments backed up by specific examples. Better candidates may define propaganda, and outline possible methods, such as radio, television, films, the press, mass meetings, *etc.*, and the most able will probably link technology, communications and the media, perhaps concluding with the Internet. A philosophical line of argument could also be pursued, the increasing desire to have right on your side - to attract the moral high ground as an excuse/reason for using weapons of mass destruction. Propaganda has also been used to obtain military support from the United Nations, and the issue of censorship could also be raised: thus this question should provide many varied responses.

Vague general assertions will probably not reach **[8 marks]**, but structural essays containing specific evidence from named wars should reach **[14-16 marks]** and higher.

4. “Wars produce only losers.” To what extent do you agree with this assertion?

This is another open-ended question which could be argued in various ways. Vague unsupported generalisations will probably not reach **[8 marks]**; narrative answers of one or two wars which identify losers and losses - in casualties, land, resources, bankruptcy, political turmoil, by both losers and winners of the specific wars will probably score **[8-10 marks]** or **[11-13 marks]**. Higher marks should be given if in-depth analysis is applied to both winners and losers especially where the loser has gained, such as Germany after the Second World War with the end of the totalitarian Nazi state and economic revival, or the gains, economic and political, of a state that was on the winning side, such as the US, after the two World Wars.

5. Analyse the results of *either* the Mexican Revolution (1910 to 1940) *or* the Korean War (1950 to 1953).

For the Mexican Revolution accept either the results of the original revolution, with the split of the revolutionaries into Constitutionalists and Conventionalists, turning into civil warfare, the War of Cristeros, *etc.*, as well as final results, or an answer which concentrates on the period with Cardenas when many of the original ideals of the revolution could be implemented, such as the nationalisation of railways and oil, and the presidency of Avila Camacho (1940 to 1946) with consolidation, reconciliation, advances in social welfare, healthcare, education, some land reform and industrialisation.

For the Korean War candidates could analyse the damage and casualties of the actual fighting, the role of the Korean War in the Cold War, the peace talks, armistice (no formal peace treaty) with the 38th parallel as boundary and the separate development after the war.

Whichever part is tackled follow the Paper 2 mark bands and reward accurate relevant detail, focus, structure and analysis.

Topic 2: Nationalist and independence movements, decolonisation and challenges facing new states

6. To what extent have economic difficulties limited the independence of new states? Examples must be given from at least *two* states each chosen from a different region.

Candidates should explain, with specific examples, how, in spite of independence and the absence of political ties, economic links with the former colonial powers frequently remain, usually in the form of trade, financial aid, loans, economic advisers, *etc.* Many resources remain in the ownership of the former mother country, such as British Petroleum in Nigeria, tea plantations in Kenya, American firms in Cuba. Also many new states remained reliant on only one or two cash crops formerly grown for the colonial power. Low levels of education and technological knowledge restricted economic and industrial development as did the political instability often suffered by new states.

Marks will depend on coverage and assessment. If only one state or one region is addressed mark out of **[12 marks]**.

7. How and why was the Second World War a catalyst for decolonisation?

Probably most candidates will treat how and why together, which is acceptable. No specific examples, or number of countries or regions are demanded; unsupported generalisations not ascribed to any specific country will probably not reach **[8 marks]**, otherwise marks will depend on coverage and structure according to the general mark bands. The following points would be relevant: weakening of the traditional European powers, such as France in Vietnam, and Britain in India, with the withdrawal of manpower and resources as well as the help given by the colonies to the war effort; the changed perception of imperialism, which was no longer acceptable, especially to the US and United Nations - a development from World War Two; increased expectations of colonies due to promises made during the war, both by the colonial powers and by their enemies' propaganda; education, training and political awareness acquired by colonial forces; growth and strengthening of independence movements.

Expect coverage of several of the above in a narrative/descriptive structure for **[8-10 marks]** and **[11-13 marks]**, and in a well focused analytical essay for **[14-16 marks]** and higher.

8. For what reasons and with what results was the Indian sub-continent partitioned after independence?

The Indian Independence Act was passed in July 1947: two new states were established, India and Pakistan. The latter was divided into West and East Pakistan. In 1971 East Pakistan broke away and formed Bangladesh. The Ceylon Independence Act was also passed in 1947, and Ceylon's name was later changed to Sri Lanka. The reasons behind partition should be familiar to all candidates tackling this question; religious differences, Hindus v Moslems; ethnic divisions; the Indian National Congress and the Muslim League; Gandhi and Jinnah; the failure of the British to resolve the situation; communal violence especially in 1946. The results should include the obvious - separate states - and continuing violence, border disputes and wars; Pakistan as an increasingly Islamic state; poverty probably increased, *etc.* No end date is given, but do not expect more than a broad survey for results.

Narrative essays will probably score *[8-10 marks]* or *[11-13 marks]* with good comments. For *[14-16 marks]* and higher expect clear focus, structure and analysis, with perhaps greater balance or assignment of responsibility for *[17+ marks]*.

9. Account for the emergence and success of independence movements in two of the following: the Caribbean; Indonesia; Zaire.

Emergence suggests how and why the independence movement began; perhaps colonial repression, nationalism, weakness of colonial power *etc.*, and what form it took, organisation, leadership, support, peaceful or aggressive. Success could cover the obtaining of independence and a brief conclusion of the form of the new state, where success could be queried due to violence, political problems, *etc.*

For the Caribbean accept a minimum of two or three countries: Antigua and Barbados achieved independence in 1981, Jamaica was granted self-government in 1944, was a founder member of the Federation of West Indies in 1958, and independence as a dominion within the Commonwealth in 1962. Trinidad and Tobago also joined the Federation of West Indies and became a republic within the Commonwealth in 1976. Indonesia was proclaimed a republic in 1945, followed by four years of war until the Dutch conceded defeat. Formal transfer of all the Dutch East Indies took place in December 1949.

Zaire was granted independence in 1960.

Two are demanded; if only one is addressed, mark out of *[12 marks]*. Narrative accounts will probably score *[8-10 marks]* or higher, with adequate emphasis on 'account'. Analytical essays will score *[14-16 marks]* and higher, especially with reservations about success.

- 10. Assess the extent of changes in social conditions and culture since independence in *two* new states, each chosen from a different region.**

Candidates should assess the extent of some of the following: changes in education, literature, traditional arts and crafts, religion, healthcare, social welfare, employment patterns, housing, poverty, *etc.*, consider if life has improved or deteriorated, whether traditional values have been retained or lost, and come to some conclusion about the impact on lifestyles in the new state. Only those answers which put forward specific evidence on which to base their analysis and conclusions will reach a satisfactory mark. If only one state or one region is addressed, mark out of **[12 marks]**.

Topic 3: The rise and rule of single party states

- 11. In what ways and for what reasons has the “cult of personality” helped to gain popular support for the rise and establishment of single-party states? You should base your answers on *two* rulers of single-party states, each chosen from a different region.**

Popular support could include the majority of the population as a whole, or the wooing of certain sections, such as peasants/farmers, and/or urban/factory workers, or even such groups as women or the intelligentsia! “Cult of personality” could cover some of the following: developing the leaders ‘charisma’; propaganda; use of the press and the media; speeches and rallies; promises of future policies; organisation of the party to promote the leader.

Probably most candidates will be more confident of the rise, but reserve at least **[5 marks]** for establishment, and do not expect an account of the whole time in power. Better candidates should explain their understanding of when the regime is established. Narratives of rise and early rule of the two chosen leaders will probably score **[8-10 marks]**, or **[11-13 marks]** depending on whether the ‘what reasons’ is more or less ignored, implicit or explicit. **[14-16 mark]** answers will focus on ways and reasons, and **[17+ mark]** essays will analyse reasons in some depth. If only one ruler or one region is addressed mark out of **[12 marks]**.

- 12. Compare and contrast the status and position of women in *one* fascist and *one* communist regime.**

Points of comparison and contrast could be: education; work/career opportunities; healthcare; political status; equality of opportunities; oppression, *etc.*

End-on comparisons with linkage would probably score **[8-10 marks]** or **[11-13 marks]** if there is good linkage. Full accurate comparative structures would probably reach **[14-16 marks]** or higher with perceptive analysis or other skills. If only a fascist or a communist regime is tackled, **[8 marks]** cannot be reached. All candidates should be able to produce examples of both types of regimes.

NB: This question does not demand regimes from different regions so Hitler’s Germany and Stalin’s Russia could be used together.

13. “The rule of Juan Perón in Argentina was fascist in name but not in reality.” To what extent do you agree with this judgement?

Probably the line of argument that most students will take is that Peron’s Argentina has been called fascist or totalitarian. Elected president in 1946 he advocated the virtues of the third position between communism and capitalism, and introduced many measures to help the workers, *e.g.* nationalisation, public works, a social security system - but especially after his re-election in 1951 he became increasingly dictatorial. (He was deposed in 1955, restored in 1972 and died in 1974.) Peron was influenced by fascism, especially by Mussolini’s policies in the 1930s. Social welfare by the establishment of a social-security system, a guaranteed minimum wage, protection of trade union rights, concern for workers’ health and safety, public ownership of basic utilities and industries, together with nationalist fervour, the stifling of political debate and a personality cult were part of Mussolini’s Italy. But there were differences: European fascists destroyed labour movements, Peron - and his wife - developed them, and Peron’s control could be questioned.

Answers which focus almost exclusively on Eva Peron - always a favourite - will not reach **[8 marks]**; those which largely narrate Peron’s rule could score **[8-10 marks]**, or **[11-13 marks]** depending on detail and comments. **[14-16 mark]** essays will evaluate both his totalitarian and fascist tendencies, and reach a conclusion on ‘to what extent’ they were real.

14. Evaluate the impact of *two* of the following single-party regimes on world affairs: China under Mao Zedong; Cuba under Fidel Castro; Italy under Benito Mussolini.

For Mao, candidates could evaluate the impact of his policies on the Cold War and third world development, *e.g.*, relations with Russia; Korean War; the influence on third world communist parties of Maoist principles, *e.g.*, Sendero Luminoso in Peru, Khmer Rouge in Cambodia, and on African countries. For Cuba assessment could be made of the impact of Castro’s policies such as nationalisation, then his pro-Russian alliance, on the US; the Cold War, especially the Cuban missile crisis; support of revolution in Latin America; aid to Africa, especially support of liberation movements in Angola and Ethiopia; status as a third world/non-aligned leader. Mussolini’s policies could include: opposing Hitler’s first attempt in Austria; aggressive policies in Ethiopia and Albania and the effect on the League of Nations and appeasement; Pact of Steel with Hitler; Second World War; fascist ideology influence on, *e.g.*, Argentina.

Narrative accounts of the two chosen leaders would probably score **[8-10 marks]** or **[11-13 marks]** depending on implicit or explicit references to impact on world affairs. Explicit focus on the set question would score **[14-16 marks]** and higher. If only one regime is evaluated mark out of **[12 marks]**.

- 15. “Single-party states have rarely succeeded in providing economic and social benefits for their people.” Examine the validity of this statement for *two* single-party states each chosen from a different region.**

Candidates can of course either agree or disagree/refute, this statement. Much will depend on the states chosen as well as the interpretation of social - for example religion could come under this heading and many one party states did not allow religious freedom. For economic, trade, industry, agriculture, finance, standard of living, poverty, trade unions could all be included. Social could cover education, healthcare, lifestyle, the arts and culture, even sport and leisure. Those who agree with the statement should, in order to reach the higher bands, give reasons for the states’ failure to improve economic and social benefits, for example resources spent on armaments, armed forces, repression, luxury and prestige items for the ruler, *etc.*

Thus well documented analytical answers will score **[14-16 marks]** and higher, and general narratives **[8-10 marks]** or **[11-13 marks]** with some assessment. If only one state or one region is addressed mark out of **[12 marks]**.

Topic 4: The establishment and work of international organisations

- 16. Compare and contrast the reasons for the establishment of any *two* regional or international organisations.**

Probably candidates will find more to compare than contrast, for example most organisations have been founded to promote the interests of their members, by ensuring co-operation, obtaining a safe and peaceful environment, increasing trade, obtaining mutual benefits, fighting common enemies, *etc.* The actual foundation and historical background, as well as the initial members, and if it is a small or large organisation, could be considered in contrast. Also, one organisation might be considered as successful and another as a failure.

End-on accounts with linkage could score **[8-10 marks]** or **[11-13 marks]** with good linking material with essays with a comparative structure in the higher bands, provided the evidence and arguments were full and accurate. If only one organisation is tackled **[8 marks]** cannot be reached.

- 17. To what extent and for what reasons has *either* Africa or Asia benefited more from the United Nations than from the League of Nations?**

Answers could consider how few members of the League of Nations came from Africa or Asia and how this has changed in the United Nations. Also many Africans and Asians have played important roles in the organs of the UN especially in the General Assembly Security Council. The specialised agencies of the UN have had a great impact on both Africa and Asia. The League’s failure in Abyssinia and Manchuria might be contrasted with the UN’s role in various African and Asian conflicts.

Answers dealing with some of the above in a narrative format could score **[8-10 marks]**, and **[11-13 marks]**, with fuller coverage. Structured analytical answers should reach **[14-16 marks]**, and **[17+ mark]** essays might question the assumptions of the question and look critically at the impact of the IMF or the World Bank or the actions or inaction of the UN in the face of conflicts such as Rwanda or Korea.

18. To what extent have national interests of individual members hindered the effectiveness of *two* regional or international organisations?

Obvious examples would be the failure of Britain and France to work more effectively in the League of Nations against Italy - but given the League's weak constitution, lack of an army, *etc.*, could they have been successful - and the use of the veto in the United Nations. However, having made these points candidates could find themselves short of other arguments. Those who have prepared case studies of regional organisations might find them more suitable examples, *e.g.*, the Organisation of African Unity or the European Union.

Marks will depend on accurate factual information, and especially on clear arguments backed by specific details.

19. Explain the advantages the European Community gained from enlargement between 1973 and 1986 and assess the problems this enlargement has caused.

Advantages or gains could begin with those obtained from a larger trading community. Reward specific examples such as the size of the increasing EC market when compared with the US or Japan. Some members felt that enlargement could counter German economic dominance. The federalist idea of political unity and its presumed advantages could be introduced with expansion as evidence of movement towards a united Europe.

Problems could cover the fact that more members would lead to less likelihood of unanimous voting, and probably more arguments and disagreement. The harmony of the original six was lost, *e.g.*, during the 1970's recession. There were frequent problems about agriculture, about the cost of the EC, especially about regional aid to new members to help integrate their economies and the spiralling cost of subsidies.

Narrative answers with only implicit reference to gains and problems would probably score **[8-10 marks]**, but with more explicit explanation **[11-13 marks]**. Those which specifically focus on advantages and problems should reach **[14-16 marks]** and higher.

20. Assess the impact of any international or regional organisations on the welfare of women and children in *two* countries, each chosen from a different region.

Candidates will probably know more about the work of agencies such as UNICEF, ILO and UNESCO in general rather than its impact on two named countries. UNICEF offered programmes on immunisation, family planning, the encouragement of breast feeding; ILO campaigned against child-labour in developing countries in factories, fields and mines. UNESCO aimed to improve and extend literacy and education world wide. It established two centres, one in Mexico, another in Egypt, to train teachers. It also has centres in Montevideo, Cairo, New Delhi, Nairobi and Jakarta for research into improved living conditions, including youth needs.

General essays with only a very brief mention of specific countries would score between **[8-10 marks]**, and narrative accounts tied to specific countries **[11-13 marks]**. Focused answers would reach **[14-16 marks]** and higher, especially if there is critical analysis of the limitations of programmes.

Topic 5: The Cold War

21. To what extent was the Cold War a conflict between *two* irreconcilable ideologies?

This question requires the identification of the ideological elements and the balance of them against other explanations. The Soviet Union under Marxism/Communism was a centralised, command economy controlled by a single-party dictatorship while the US was a liberal democracy based on a capitalist market economy. Those two were the super-powers in the Cold War. Communism and Democracy had clashed before, when it was largely USSR against Western Europe. The two allied in 1941 against Hitler, but the ideological as well as rivalry for power differences surfaced again after the defeat of the Axis powers in 1945 when the Soviet Union and the US emerged as the most powerful states. This alone might have caused conflict, and added to this was mutual distrust and fear. The USSR feared another invasion from the West and economic domination by the US. The US feared that the USSR wanted to impose Communist dictatorships throughout the world. Motives of security and ideology were clearly linked in the early stages, *e.g.*, 1946 to 1949, which is as far as this question needs to be examined, but credit all material that is made relevant.

General answers of all the candidate knows about the Cold War which do not focus on the set question will not reach **[8 marks]**. Narratives with implicit focus could score **[8-10 marks]** and with explicit explanation **[11-13 marks]**. Focused structured essays which analyse irreconcilable ideologies, and the other causes of the conflict will reach **[14-16 marks]**, or higher.

22. Assess the importance of *either* Berlin *or* Vietnam in the development of the Cold War.

The main relevant events in Berlin were: the division into four zones 1945; the Berlin blockade and airlift after the fragile co-operation collapsed, with US, British and French economic co-operation and currency reforms within their zones - 1948 to 1949; the Berlin Wall 1961 to 1989. Candidates need to explain why Berlin was so important to both sides as the capital, and a western enclave surrounded by the Soviet zone, then assess the importance. Berlin was a clear barometer of the state of tension between the two sides.

Vietnam: most candidates will concentrate on the actual Vietnam War 1964 to 1975 but accept material before if made relevant to the Cold War, *e.g.*, aid to the North from China and the Soviet Union, Ho Chi Min, and the Ho Chi Minh Trail for Vietcong guerrillas, and Communist activities in the South, plus US reactions. The actual war can be assessed as a hot war, the part played by the various powers, east and west; its effect on the US; as a geographical widening of the Cold War. After 1975 and with the unification of Vietnam relations between Vietnam and China, and China and Russia deteriorated. All the above must be focused on their effects on the Cold War.

For either Berlin or Vietnam, narrative answers of some of the key events would score **[8-10 marks]** and if focused by comments on Cold War developments, **[11-13 marks]**. Well structured analytical answers would score **[14-16 marks]** and higher with well developed skills.

23. Why did the Soviet Union decide to place missiles in Cuba in 1962?

In order to obtain a satisfactory mark candidates need to do more than state the obvious - because Castro asked for them and to annoy the US. They should demonstrate knowledge and assessment of both Soviet-American and Cuban-American relations before October 1962. Reasons to be discussed could include the breakdown of trade and relations between Cuba under Castro and the US; an appeal from Castro to the USSR to defend Cuba against a possible US-backed invasion force in the wake of the Bay of Pigs affair; Khrushchev's concern about the missile gap; the US had missiles in Turkey and placing missiles (medium and short range) helped to make up for Soviet deficiency in long range inter-continental missiles; an attempt to obtain advantages in Berlin; Khrushchev's perception of Kennedy as a young, inexperienced and vulnerable president especially after the Vienna Summit.

Essays which describe with some implicit assessment two or three of the above could score *[8-10 marks]*, and more detail with explicit assessment *[11-13 marks]*. Fuller analysis and well focused and structured answers would reach *[14-16 marks]* and those who recognise the ongoing debate over Khrushchev's motives would score *[17+ marks]*.

24. "Peaceful coexistence was a period of relative freedom from tension rather than one of universal agreement." To what extent do you agree with this assertion?

Candidates need to explain their understanding of "peaceful coexistence". Most will probably associate it with the death of Stalin, Khrushchev, and perhaps his policy of destalinisation. Able candidates should be able to give examples to show that although Khrushchev did noticeably ease international tension, his policies were inconsistent (or consistent in aiming to retain full control of Soviet satellites whilst proclaiming this wish to improve relations with the West). He subdued the Hungarian Revolution, but restored Gomulka to Poland thus allowing some liberalisation. He met Kennedy in Vienna in 1961, then came close to global war with the US on the Cuban Missile Crisis but agreed to the withdrawal of the missiles and the hot line. His ideological feud with Mao threatened a Sino-Soviet war.

This question requires assessment and analysis, as well as a clear argument with specific evidence to provide the conclusion - which can of course agree or disagree with the assertion. Answers which do this should score *[14-16 marks]* or higher. Narrative essays will score according to their implicit or explicit assessment, *[8-10 marks]* or *[11-13 marks]*.

25. In what ways and for what reasons did the Cold War affect social and cultural conditions in *two* countries each chosen from a different region?

Social and cultural could cover lifestyle, education, the arts, the media, religion, housing, employment, luxury goods, *etc.* Advantages for the East could be law and order, full employment, education/literacy for technology, subsidies for the arts, and disadvantages, propaganda, censorship, brainwashing, concentration of resources for armaments and heavy industry, persecution of religion. For the West many would be the opposite for both advantages and disadvantages, freedom of expression, lack of directives could lead to social and cultural advances, but also to a "decadent permissive society". Also the actual areas where the Cold War erupted into military action had its own effects. Marks will depend on coverage and specificity. Make sure of the connection to the Cold War. Vague general essays not based on named countries will not reach *[8 marks]*. If only one country or one region is addressed mark out of *[12 marks]*.

Topic 6: The state and its relationship with religion and with minorities

26. Assess the impact of *one* religious leader on twentieth century politics.

Candidates should show an awareness of the life and impact of their chosen religious leader and explain and evaluate his/her impact on the political life of his/her own country and where appropriate of a wider area. The impact can be for good - obtaining religious toleration, social benefits, better justice, *etc.*, or restrictive, proclaiming a one religion state, persecuting all who do not adhere to its creed and rules. Some examples could be Desmond Tutu, Martin Luther King, Pope John Paul II, the Dali Lama, Ayatollah Khomeini.

Narrative accounts could score *[8-10 marks]* or *[11-13 marks]* depending on knowledge and implicit or explicit comments. Structured, analytical answers could reach *[14-16 marks]* or higher with in-depth critical analysis, especially if alternative interpretations are suggested.

27. Compare and contrast the position of Jews in Europe before 1945 and in the Middle East after 1945.

For comparison candidates could note the violence against Jews in Germany especially with anti-Semitic laws, persecution and the Holocaust, and in Israel with terrorism and wars by their Arab neighbours. The economic position and wealth of Jews in both places and eras brought on dislike, jealousy and antagonism. The obvious contrasts are geographical and political; the difference between Jews as a minority in Germany, with no political rights, and as a majority and in command in the State of Israel.

Descriptive answers based on chronological narrative will probably score *[8-10 marks]*, or *[11-13 marks]* depending on linkage whilst those in a comparative framework with good coverage and analysis should score *[14-16 marks]* and higher. If only Europe or the Middle East is addressed *[8 marks]* cannot be reached.

28. Evaluate the economic, social and cultural influence of any minority on the country in which they live.

Any minority, religious, ethnic or racial can be chosen. Economic could encompass wealth and poverty, industry and agriculture. How does the minority affect these? Social could cover health, education, customs, sport, social behaviour, life styles, housing, *etc.* Culture could include all the arts such as music, literature, the cinema, radio and television.

There are many areas to examine but satisfactory answers must contain specific evidence for the minority and country of their choice, which no doubt will be descriptive, and influence will be only implicit. For *[11-13 marks]* influence will be more explicit and for *[14-16 marks]* and higher evaluation will be analytical.

29. Examine the treatment of ethnic minorities in *two* of the following areas: Australia; Canada; East Africa; West Asia.

Examine the treatment should suggest both positive and negative aspects. No doubt most candidates will concentrate on the latter, with discrimination, disenfranchisement, terror, concentration camps, internment, unemployment, poverty, *etc.* However in some areas there can also be programmes to help integrate ethnic minorities in language, civics, education, customs, work, *etc.*

Answers which cover basic issues will probably score **[8-10 marks]** or **[11-13 marks]**, depending on detail. Candidates who analyse cause and effect of treatment on both the minority and majority/government will score **[14-16 marks]** or higher.

30. Analyse the political impact of religion on *two* countries, each chosen from a different region.

This is an open question whereby candidates can assess the effects on the political life of their chosen countries, positively and negatively, in the form of a majority or minority religion, or indeed of several religions. The most popular choice will probably be militant Islam, where it would not be difficult to find examples of one African and one Asian - or two Asian examples from the different Asian regions. Catholicism in Europe or Latin America should also be known. Allow Judaism as a religion. Reward good coverage, specific detail and of course analysis.

If only one country or one region is addressed mark out of **[12 marks]**, otherwise use the Paper 2 mark bands to determine marks.
