

MARKSCHEME

May 2007

HISTORY

Higher Level and Standard Level

Paper 2

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Topic 1 Causes, practices and effects of war

1. Analyse the results of *either* the First World War *or* the Second World War.

Candidates should understand by results, the actual results of the war, which side won, the effects upon both sides and the wider effects.

For the First World War, the winning side consisted of Britain and the Empire, France, Italy, the USA and their allies. Both winners and losers suffered financially, economically and socially, and the losers were subjected to the Treaty of Versailles and the other treaties. Candidates could outline main clauses, and analyse their effects. The Ottoman, Austrian and German empires all ceased to exist. No doubt many candidates will include the rise of Hitler, the Great Depression and the Second World War as results.

For the Second World War, again the allied powers: Britain, USA, France, and this time the USSR, won the war. Results again were devastation and economic problems throughout Europe and in the Pacific region. The main results to analyse could be: the defeat of Hitler and the Nazis; the Cold War; the rise of superpowers; the impetus to granting independence to European colonies; the changing nature of Europe, perhaps leading to the European Union.

Candidates should know much and higher awards will depend on analysis and selection.

[0 to 7 marks] for inadequate general comments.

[8 to 10 marks] for narrative with implicit analysis.

[11 to 13 marks] for suitable selection of material and explicit analysis.

[14 to 16 marks] for structured, analytical answers, focused on results.

[17+ marks] for balanced, in-depth analysis and perhaps different interpretations.

2. Examine the impact of foreign intervention on *either* the Chinese Civil War *or* the Spanish Civil War.

Foreign intervention could cover causes, course and results of the chosen civil war.

As no dates are given, candidates can either use the long-term civil war in China 1927 to 1949, or concentrate on the period 1946 to 1949. Mao and the CCP received some assistance from communist supporters, but their main strength was their own people, whereas the Kuomintang or KMT/GMD was aided by the USA (which had tried to mediate between the two sides), and lost support because of this foreign element. The role played by Japan in the period up to 1945 could also be examined and commented upon.

Both sides in the Spanish Civil War received foreign help, but the German and Italian support for Franco and the Nationalists was more useful than the Soviet, socialist and anarchist support given to the Republicans.

[0 to 7 marks] for general comments on the chosen civil war with no mention of foreign involvement.

[8 to 10 marks] for narrative which includes foreign intervention.

[11 to 13 marks] for explicit focus on foreign intervention.

[14 to 16 marks] for essays focused on foreign intervention which analyse impact.

[17+ marks] for perceptive interpretation of the impact of foreign intervention.

3. Assess the social and economic causes of *one* twentieth-century war.

This will probably not be a popular question, but candidates could use either of the world wars, assessing the social implications of German (especially Nazi) social policies, such as Hitler’s wish for “living space” and anti-semitic policies. Economic factors were present in causes of the First World War, with rivalry over colonies and financial implications of the arms’ race. Appeasement before the Second World War was also the product to some extent of economic recession, which hindered rearmament in Britain and France, and the Great Depression was a factor in the success of Hitler in obtaining power. Although the First and Second World Wars are noted above any twentieth century war can be used.

N.B. The Cold War is not a valid choice though wars within the Cold War may be used (e.g. proxy wars).

[0 to 7 marks] for vague general answers.

[8 to 10 marks] for narrative/descriptive answers with implicit assessment.

[11 to 13 marks] for explicit assessment.

[14 to 16 marks] for well-structured and focused analytical answers.

[17+ marks] for balance and/or different interpretations.

4. Compare and contrast the use of naval warfare in *two* wars, each chosen from a different region.

It would probably be more effective to compare and contrast a war earlier in the twentieth century, such as the First World War (with naval battles, submarine attacks from U-boats, the use of transport vessels) with a war later in the century (with the technological changes, with naval vessels still used to transport ground forces, but largely as aircraft and missile carriers). Either world war can be used and any region where naval action took place.

[0 to 7 marks] for inaccurate or irrelevant material, or if only one war or one region is used.

[8 to 10 marks] for sequential accounts with implicit comparison.

[11 to 13 marks] for explicit linkage and comparison.

[14 to 16 marks] for comparative structure and balanced essays.

[17+ marks] for detail and depth of analysis.

5. For what reasons, and with what results, was “limited” warfare a feature of the second half of the twentieth century?

Candidates will probably define “limited war” as one being confined to a limited geographical area, to a limited number of participants, limited in aims and methods of warfare, in contrast to the two world wars in the first half of the twentieth century. Reasons could include: the invention and spread of atomic and nuclear bombs, with the fear of world destruction if they were used in a world war; the rise of two superpowers and the development of the Cold War after the Second World War; the foundation and work of the United Nations as a peace keeping force; treaties on arms’ limitation.

For results, candidates could discuss some of the so-called “limited wars”, such as Korea, Vietnam, Arab-Israeli wars, and probably point out that although they were limited to some extent, they were also bloody and destructive. They could also discuss events that did not turn into large scale wars such as the Falklands and First Gulf War.

[0 to 7 marks] for inaccurate or irrelevant material.

[8 to 10 marks] for narrative with implicit reasons and results.

[11 to 13 marks] for explicit reasons and results.

[14 to 16 marks] for structure and focus on reasons and results.

[17+ marks] for depth of analysis and perhaps different interpretations.

Topic 2 Nationalist and independence movements, decolonization and challenges facing new states

6. To what extent was the colonial legacy the main problem in *two* non-European new states, each chosen from a different region?

The colonial legacy could cover areas such as: poverty and underdevelopment economically, because agriculture, industry and trade had been directed toward the needs of the colonial power; dependence on monoculture; neo-colonialism; lack of preparation for independence, especially in education, administration and politics. Candidates could also mention briefly problems that were not caused by the colonial legacy, such as tribal rivalry, failure of the leader to rule justly, corruption.

[0 to 7 marks] for unsubstantiated generalizations.

[8 to 10 marks] for narrative with implicit assessment of the colonial legacy.

[11 to 13 marks] for explicit focus on colonial legacy.

[14 to 16 marks] for structure, focus and balance between the two chosen new states.

[17+ marks] for in-depth analysis of the colonial legacy, and perceptive comments on other factors.

N.B. If only one state or one region is used, mark out of **[12 marks]**.

7. Assess the causes of the rise of nationalism in *one* non-European new state.

Nationalism developed in former colonial states largely because of the wish to be free of the colonial power and form an independent country based on the indigenous population in that country. This developed during the twentieth century as awareness and education grew, with the granting of some administrative and political rights in some colonies and the frustration of not being given more. The two world wars increased national aspirations, especially with the weakening of some colonial powers and the confidence gained in some colonies by those who fought beside their colonial masters in a war. Leaders, often educated overseas, frequently helped to form nationalist movements on their return home. Actual details will depend on the country chosen.

Neither China nor Cuba in the twentieth century is a valid choice for a non-European new state.

[0 to 7 marks] for some general statements.

[8 to 10 marks] for narrative with implicit assessment of reasons.

[11 to 13 marks] for explicit assessment of the rise of nationalism.

[14 to 16 marks] for structure, focus and clear assessment of the rise of nationalism in the chosen country.

[17+ marks] for balance and perhaps different interpretations.

8. Compare and contrast the independence movements in *two* developing states, one in Africa and the other in Asia.

Candidates could understand independence movements to cover the following: reasons for their foundation; form of opposition faced; leadership; membership; organization; chronology; methods used to obtain independence, for example, legal, peaceful, aggressive; success or failure. The points above need to be compared and contrasted. It is not necessary to go beyond the obtaining of independence.

[0 to 7 marks] for inadequate knowledge, or if only one country is addressed.

[8 to 10 marks] for sequential accounts with little linkage.

[11 to 13 marks] for clear explicit linkage.

[14 to 16 marks] for a comparative structure and balanced accurate relevant knowledge.

[17+ marks] for a full and balanced comparison.

9. For what reasons, and with what results, was *either* India *or* Kenya successful in obtaining independence?

Candidates who select India should deal with India only, not the Indian sub-continent, but do not penalize those who also deal with Pakistan. The reasons suggested are: a long-standing nationalist/independence movement; 1919 and 1935 Government of India Acts granted some political rights; the work of Gandhi; legacy of two world wars, especially the second one. India was granted independence by the Indian Independence Act, 1947, which partitioned the sub-continent. This was followed by communal and religious violence, and was a disappointment to those who had sought a united India. Candidates could thus question its success. It is not necessary to go beyond the immediate aftermath of independence.

The independence movement in Kenya was spearheaded by Jomo Kenyatta, who joined the Young Kikuyu Association in 1922. He worked in England during the Second World War, and worked with the anti-colonial movement. He returned to Kenya and was President of the Kenyan African Union. He supported the Mau Mau uprising, and was imprisoned. The strength of the independence movement, the work of Kenyatta and the wish of Britain to grant independence to the former colonies led to independence in 1963. Kenya became a republic, and a single-party state.

[0 to 7 marks] for lack of specific detail.

[8 to 10 marks] for narrative with implicit reasons and results.

[11 to 13 marks] for focus on and specific knowledge of reasons and results.

[14 to 16 marks] for structured, focused and analytical answers.

[17+ marks] for full detailed knowledge and pertinent analysis.

10. Examine gender issues before and after independence in *either* Algeria *or* Pakistan.

Gender issues in this question would cover areas such as the relationship between men and women; the role, status and lifestyle of women; education; work patterns and opportunities; health care; religion and culture; political rights or lack of them.

Candidates should assess the above points both before and after independence and reach a conclusion as to the effect of independence on women in the country selected, whether it advanced or hindered equality.

[0 to 7 marks] for unsubstantiated generalizations.

[8 to 10 marks] for narratives with implicit examination.

[11 to 13 marks] for specific focus on gender issues before and after independence.

[14 to 16 marks] for structured assessment of the position before and after independence.

[17+ marks] for in-depth analysis and balanced judgment.

Topic 3 The rise and rule of single-party states

11. Analyse the methods used and the conditions which helped in the rise to power of *one* ruler of a single-party state.

This question requires candidates to select one single-party state, and first establish and analyse the methods used by the aspiring leader to obtain power. Methods could include: choice and use of an ideology; how support both inside the country, and from foreign sources, was obtained; the appeal of the leader; propaganda; whether legal or violent methods were used. Candidates must also consider how the conditions in the chosen country were ripe for a new regime, for example a lost war, poor economy, weak government *etc.*

[0 to 7 marks] for inadequate/general material.

[8 to 10 marks] for narrative with implicit methods and conditions.

[11 to 13 marks] for more exact focus and explicit assessment of methods and conditions.

[14 to 16 marks] for structure, focus on methods and conditions, and analysis.

[17+ marks] for an extra quality such as different interpretations.

12. Evaluate the successes and failures of *one* ruler of a single-party state.

Candidates should be well prepared and well informed for this question. They need to state their ruler and analyse all aspects of his rule, giving judgment on which policies, actions *etc.* were successful and which were failures. Expect accurate chronology and some wider assessment for the top bands. Domestic and foreign policies should be considered. Better candidates might point out the difference between success for the country as a whole, and success for the ruler. No doubt the most popular choices will be Castro, Hitler, Lenin, Mao, Mussolini and Stalin.

[0 to 7 marks] for unsubstantiated general comments.

[8 to 10 marks] for narrative with implicit success and failure.

[11 to 13 marks] for focus and explicit assessment.

[14 to 16 marks] for structured analytical answers.

[17+ marks] for in-depth analysis and balance.

13. Assess the methods used by *either* Lenin or Perón to maintain his regime.

Candidates might begin with how the chosen leader established his regime – that is, the immediate circumstances of the end of the previous regime – and constitutional and other measures taken to establish the regime. They should then assess methods, policies, actions, alliances *etc.* by which the regime was maintained.

Lenin established his rule by overthrowing the Provisional Government in the second 1917 Russian Revolution and by dissolving the Constituent Assembly in January 1918. The Treaty of Brest-Litovsk and the murder of the Romanovs followed. He introduced War Communism, won the Civil War, changed to NEP and controlled the Party and country by increasingly repressive methods. Candidates could note that Lenin was not always in control after his first stroke, and died in 1924.

Perón took part in the 1943 coup, established his power base in the ensuing government as Minister of Labour and Social Security, survived an attempt to oust him in October 1945, and was elected president in February 1946. He maintained his regime (expanding government expenditure in the wake of an export boom) with populist policies, the help of his wife, Eva, and the support of the urban working (and middle) classes. He was deposed and exiled in 1955 after antagonizing the Church and many former supporters. He returned as president in 1973, but died in 1974.

[0 to 7 marks] for inaccurate or very general answers.

[8 to 10 marks] for narrative with implicit assessment of methods.

[11 to 13 marks] for explicit focus and assessment of methods.

[14 to 16 marks] for focused, structured analysis of the institution and maintenance of the chosen regime.

[17+ marks] for balance and/or different interpretations.

14. Compare and contrast the influence outside their own countries of Hitler and Mao.

Mao took power in China in 1949 after waging a guerrilla campaign and winning a Civil War against Chiang Kai-shek. Hitler came to power in 1933, when he was made Chancellor. He committed suicide in 1945, when the Russians captured Berlin. The question is limited to material outside the two leaders' own countries.

For comparison, both had some influence outside their countries before they came to power, Mao as an exponent of Communism and Hitler in Europe with his Nazi party. Both were well-known leaders for their chosen ideology, communism and fascism, and both were involved in conflicts: Korea, Vietnam and the Second World War. Both won support overseas by using propaganda.

For contrast, Mao sent aid and advisers to many African and Asian countries whereas Hitler "took over" European countries. Hitler fought the Second World War on his own behalf, and as its main figure and instigator. Mao's involvement in Korea and Vietnam was less clear-cut.

[0 to 7 marks] for very general comments, or if only one ruler is addressed.

[8 to 10 marks] for sequential accounts of both with implicit linkage.

[11 to 13 marks] for good detail and explicit linkage.

[14 to 16 marks] for a comparative structure with relevant evidence for both.

[17+ marks] for analytical, balanced comparison.

15. Examine the status of women in two single-party states, each chosen from a different region.

The word "status" suggests role and position in society. Candidates could consider equality – or lack of it – in political rights, government, education, employment, family life, sport, religion, as well as health care and child support. Specific evidence and examples are required for the higher bands.

[0 to 7 marks] for unsubstantiated generalizations.

[8 to 10 marks] for narrative case studies.

[11 to 13 marks] for explicit examination of specific details.

[14 to 16 marks] for structured, analytical examinations of the status of women in the chosen states.

[17+ marks] for balance and/or different interpretations.

N.B. If only one state or one region is used, mark out of **[12 marks]**.

Topic 4 Peace and cooperation: international organizations and multiparty states

16. Why, in spite of early successes, did the League of Nations fail to prevent the outbreak of the Second World War?

There are three elements to this question: the nature and organization of the League of Nations and how it permitted early successes; its inherent weaknesses, which did not allow it to solve the more difficult problems and crises it faced in the 1930s; an examination of the perpetrators of aggression in the 1930s, with judgment of whether any organization could have prevented a determined dictator such as Hitler from turning demands and aggression into war. Some candidates will probably also consider appeasement, and perhaps the Wall Street Crash, in the equation.

[0 to 7 marks] for inadequate or inaccurate material.

[8 to 10 marks] for narrative of the League, 1919 to 1939, with implicit judgment.

[11 to 13 marks] for focus on the key areas of the question.

[14 to 16 marks] for focused analysis of early success and the League's failure to prevent war.

[17+ marks] for balance, analysis and perhaps different interpretations.

17. In what ways, and with what success, did *one* twentieth-century international organization try to improve social and economic conditions?

This question requires an explanation of the methods of the chosen organization to improve areas such as the workplace, trade unions or workers' organizations, gender issues, education, adult literacy, poverty, welfare of children, healthcare for everyone. The methods must then be assessed for success. Possibly the League with the foundation of the ILO, or more probably the specialized agencies of the United Nations, will be popular.

[0 to 7 marks] for inadequate knowledge.

[8 to 10 marks] for narratives with implicit success.

[11 to 13 marks] for an explanation of the ways and explicit assessment of their success, or lack of it.

[14 to 16 marks] for a lucid explanation of ways, and judgment of success.

[17+ marks] for depth of knowledge and pertinent analysis.

18. To what extent did Nehru’s government in India (1947–64) fulfil its expectations?

Nehru was the first prime minister of independent India. Although he and Gandhi did not always agree, he had played his part in obtaining Indian independence and, as with any newly independent state, expectations were high. His main aims were probably to industrialize (a planned economy) and modernize the political and social structure of India, his position as foreign secretary (as well as prime minister) with a desire to have the moral leadership of the Third World, as a non-aligned state could also be considered. Candidates need to consider the above aspects and will probably credit Nehru with progress and entering world politics. Yet when he died in 1964, poverty remained, relations with Pakistan were difficult, and India lost her profile in world politics.

[0 to 7 marks] for brief general answers.

[8 to 10 marks] for narrative of Nehru’s time in office with implicit reference to expectations.

[11 to 13 marks] for explicit reference to expectations.

[14 to 16 marks] for focus on, and analysis of, “fulfil its expectations”.

[17+ marks] for additional attention to, “to what extent?”

19. Compare and contrast the foreign policies of two multiparty states.

Any two multiparty states can be chosen, but it is expected that two in the syllabus will be selected, and only the dates given for their study will be compared and contrasted. Some areas to compare and contrast would be: reasons for the policy, trade implications, geographical situation, to obtain allies, defence, similar interests. The outcome of the policy could also be compared (success or failure) as well as the importance of foreign affairs in the states’ overall policies.

[0 to 7 marks] for inadequate comparisons, or if only one state is addressed.

[8 to 10 marks] for sequential accounts with little or implicit linkage.

[11 to 13 marks] for explicit linkage.

[14 to 16 marks] for a comparative structure and specific material for comparison.

[17+ marks] for a detailed and balanced comparison.

20. “The ideal form of government for the twentieth century was a multiparty state.” To what extent do you agree with this assertion?

This question gives the opportunity for thoughtful candidates to write an original essay. It is expected that a brief explanation of what constitutes a multiparty state will be given, then the benefits, advantages, disadvantages, *etc.* will be assessed. How far this form of government does give the citizens the means to share in government might be discussed, or queried. Democratic rights might be contrasted with the law and order that more authoritarian states might achieve. The best answers will give specific examples of twentieth-century multiparty states and base their judgment upon this material.

[0 to 7 marks] for vague comments on forms of government.

[8 to 10 marks] for descriptions of multiparty states, with implicit assessment.

[11 to 13 marks] for explicit comments on the value of multiparty states as a form of government.

[14 to 16 marks] for an analysis of the strengths and weaknesses of multiparty states as the ideal form of government.

[17+ marks] for balance and different interpretations.

Topic 5 The Cold War

21. Assess the part played by differing ideologies in the origin of the Cold War.

Candidates should be well prepared to explain and discuss the differences between communism and democracy, and a directed and planned economy versus a free market economy. They will probably explain opposition to Bolshevik revolution and rule, and state that cooperation of the two ideologies was only possible with a common enemy. Other causes of the Cold War such as fear and mutual suspicion and/or power politics could then be considered. A frequent weakness in answers to questions on the origin of the Cold War is that candidates do not know where to stop. Some recount the whole course of the Cold War, but up to 1950 is sufficient.

[0 to 7 marks] for a general account of some Cold War episodes.

[8 to 10 marks] for narrative of perhaps 1917 to 1950, with implicit assessment.

[11 to 13 marks] for focus on the part played by differing ideologies.

[14 to 16 marks] for analytical responses which also briefly consider other causes.

[17+ marks] for balance, in-depth analysis and perhaps different interpretations, which should go beyond descriptions of the views of different schools of history.

22. In what ways, and with what results, was Germany the key focus of the early stages of the Cold War?

Candidates could consider: Yalta and Potsdam; the division of Germany and Berlin into four; the problem of reparations; disagreements between East and West; the Berlin Blockade and Airlift; division into two countries – the German Democratic Republic and the Federal Republic of Germany. This division could be considered as either an example of “ways” or “results”.

Other results could include: the different political and economic systems in each part; exodus from east to west; Marshall Plan; NATO; Warsaw Pact; entrenchment of the Cold War and perhaps the Berlin Wall, but no further.

[0 to 7 marks] for inadequate, irrelevant or inaccurate material.

[8 to 10 marks] for narrative with implicit focus on ways and results.

[11 to 13 marks] for explicit ways and results.

[14 to 16 marks] for structured analysis of ways and results.

[17+ marks] for another dimension and balanced coverage.

23. Analyse the part played by Cuba in the development of the Cold War.

The main areas to cover are: Castro's embracing of the USSR and communism, and rejection of the USA; Bay of Pigs; Missile Crisis and its aftermath; other ways in which Castro gave aid to support communism, revolutionaries, and hopeful converts in Third World countries. Analysis should be made to ascertain how important the above were in developing the Cold War; did they almost lead to a third world war or to détente and an improvement in relations between East and West?

[0 to 7 marks] for a brief answer confined to the missile crisis.

[8 to 10 marks] for narrative of some of the above with implicit analysis.

[11 to 13 marks] for explicit analysis.

[14 to 16 marks] for structured analysis of the part played by Cuba in the Cold War.

[17+ marks] for specific, detailed evidence and depth of analysis.

24. Evaluate the role of *one* superpower in the Cold War after 1970.

The term superpower applies to either USSR or USA, but allow China in the unlikely event of it being chosen. Candidates probably will not like a question that deals with events from 1970 to the end of the Cold War. The main developments which concern both or one of the superpowers are: Vietnam War; US relations with China normalized; space race; US intervention in Latin America; test ban treaties; other arms limitation treaties; Soviet invasion of Afghanistan; breakdown of détente; anti-communist demonstrations/parties formed in Soviet satellite states; fall of the Berlin Wall; end of Communism.

Candidates need to assess and evaluate the role of their chosen superpower, using relevant points above to judge each issue and its relation to prolonging or bringing to an end the Cold War.

[0 to 7 marks] for general assertions.

[8 to 10 marks] for narrative with implicit evaluation.

[11 to 13 marks] for explicit evaluation of the chosen superpower's role.

[14 to 16 marks] for structured analysis focused on the role of the superpower.

[17+ marks] for balanced judgment or different interpretations.

25. To what extent did economic problems in the Communist bloc bring about the end of the Cold War?

This question covers all the eastern bloc including the USSR. The demands of the question are that candidates explain the troubled economic situation in this area and decide how far this was responsible for bringing to an end the Cold War. As it asks “to what extent” other factors need to be assessed, that is political events and motives, and even external pressures such as support for rebels, and perhaps the impact of disillusionment with the communist ideology. Economic problems could include poverty, unemployment, lack of necessities or luxury goods, strikes *etc.*

[0 to 7 marks] for unsubstantiated generalizations.

[8 to 10 marks] for descriptive answers with implicit assessment.

[11 to 13 marks] for specific examples and assessment of economic problems in the communist bloc.

[14 to 16 marks] for analysis of the economic problems and their impact.

[17+ marks] for thoughtful attention to “to what extent?”

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

26. Compare and contrast the difficulties faced by *two* minorities (ethnic, racial or religious), each chosen from a different region.

Difficulties could include: poverty; unemployment; lack of education; language problems; inability to understand and cope with regulations; change of culture; disenfranchisement; political, economic and religious or racial discrimination; harassment; persecution; imprisonment and even death.

Candidates must ensure that the chosen minorities are from different regions, and compare and contrast them. It would probably be desirable to choose two religious or two ethnic or racial minorities, but do not penalize those who choose one of each.

[0 to 7 marks] for vague or general answers, or if only one minority or one region is used.

[8 to 10 marks] for sequential accounts with implicit comparison.

[11 to 13 marks] for explicit comparison.

[14 to 16 marks] for a comparative structure and specific evidence.

[17+ marks] for balanced comparison based on detailed specific evidence.

27. Evaluate the impact of the state religion on law and morality in *two* countries.

Candidates must choose two countries that acknowledge a state religion and explain and evaluate how the state religion reflects the law and moral code of the country. The impact can be positive, in that it helps the maintenance of law and order and supports a moral code that is beneficial to all citizens regardless of their religion, or it can be negative in that it is either repressive or has no visible effect on the country.

[0 to 7 marks] for sweeping generalizations.

[8 to 10 marks] for narrative with implicit evaluation.

[11 to 13 marks] for explicit focus on, and evaluation of, effects on law and morality.

[14 to 16 marks] for structured evaluation.

[17+ marks] for balanced analytical evaluation of the impact.

N.B. If only one state is used, mark out of **[12 marks]**.

28. Assess the relationship between an ethnic or racial minority with the ethnic or racial majority in that state.

This question demands an assessment of the relations, good, bad, or indifferent, of a state majority with one minority. All aspects could be considered – domination, tolerance, persecution in all aspects of life, work, education, living conditions, laws, help to integrate, *etc.* Specific details are essential.

[0 to 7 marks] for general assertions with no specific evidence.

[8 to 10 marks] for narrative with implicit assessment.

[11 to 13 marks] for explicit assessment.

[14 to 16 marks] for structured assessment of the relationship.

[17+ marks] for careful balance of minority and majority.

29. For what reasons, and with what results, did religious majorities fear religious minorities in the twentieth century?

No number of specific cases is specified, but more than one would be expected. Reasons could include: fear of losing support by the majority, especially if the other religion seems more attractive, or more aggressive in seeking converts; fear of rebellion, guerrilla attacks from within and outside the state by the minority's religious sect; economic and/or cultural rivalry. This is quite a difficult question, but there are examples throughout the world, for example in Latin America, and Africa. It is arguable whether the Nazis feared the Jews, but this case will probably be suggested.

[0 to 7 marks] for a few generalizations.

[8 to 10 marks] for narrative with implicit reasons and results.

[11 to 13 marks] for explicit and specific reasons and results.

[14 to 16 marks] for specific details of two cases and analysis of reasons and results.

[17+ marks] for balanced or different interpretations.

30. How did education both help and hinder the integration of minorities?

Education is an obvious example of how integration can be achieved, as language skills, citizenship skills, examination qualifications leading to further education and/or useful/profitable employment will clearly help to tie immigrant minorities to their new state. On the other hand, parents may resent their children's identification with the new culture and seek to prevent this by continuing to refuse to integrate, and by clinging to their old ways, customs, language and lifestyle.

[0 to 7 marks] for general comments.

[8 to 10 marks] for narrative with implicit assessment of help and hinder.

[11 to 13 marks] for explicit focus on and assessment of help and hinder.

[14 to 16 marks] for specific details, and analysis of help and hinder.

[17+ marks] for a perceptive approach to education and how it helps and hinders integration.
