

MARKSCHEME

May 2001

HISTORY

Higher Level and Standard Level

Paper 2

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Topic 1: Causes, practices and effects of war

1. **Analyse the reasons for the outbreak of war *either* in Algeria in 1954, *or* in Korea in 1950.**

Algeria

Reasons could include; resentment of French colonial rule; weakness of French after World War Two; Arab nationalism; growing strength of F.L.N. War began 1 November 1954 when the Algerian nationalists attacked French targets.

[8 to 10 marks] would probably be scored by a description of the above on the lines of Arabs against French.

[11 to 13 marks] could be scored with more definition and explicit assessment.

[14 to 16 marks] and higher would be awarded to answers which analyse the changing positions of the antagonists, probably noting persons involved, or analyse the importance of specific actions or policies leading to war.

Korea

Candidates need to explain partition along the 38th parallel in 1945 with Soviet forces to the north and US in the south; establishment of two governments in 1948; border clashes; invasion of south by north 1950; United Nations intervention.

[8 to 10 marks] could be reached by narrative of some of the above with implicit assessment

[11 to 13 marks] would require explicit comments of their importance.

[14 to 16 marks] answers should analyse the division and policies of the US, USSR, and United Nations in relation to Korea. In-depth analysis or different interpretations could reach the top band.

2. In what ways and for what reasons did foreign intervention play an important role in two civil wars, each chosen from a different region?

In what ways suggests specific actions of the foreign powers intervening, and for what reasons implies why they supported their chosen side, for gain, defence *etc.* and especially how this support was important in determining the outcome of the civil war.

As two civil wars are required this is a demanding question so do not expect too much detail. If only one civil war or two from the same region are used **[12 marks]** is the maximum that can be achieved.

A description of the chosen wars with no focus on the importance of foreign intervention would have difficulty in reaching **[8 marks]**.

[8 to 10 marks] could be scored by a description of the chosen wars with implicit focus on foreign intervention.

[11 to 13 marks] could be scored with explicit focus.

[14 to 16+ marks] should be awarded to structured essays which address all the demands of the question.

3. Evaluate the successes and failures of one twentieth century treaty in addressing the causes of conflict, and restoring peace and normality.

The question demands identification of the main clauses of the selected treaty showing how far they addressed the causes of the conflict and how successfully they restored peace and normality. Failures to be considered could include breakdown; resumption of hostilities; economic problems; wide criticism *etc.*

A vague blanket criticism of the treaty, would not reach **[8 marks]**.

[8 to 10 marks] could be scored by a description of the effects, aftermath *etc.* with at least some implicit evaluation.

[11 to 13 marks] might be appropriate for essays focusing on successes and failures which however lack balance.

[14 to 16 marks] answers will contain good specific detail and balanced thoughtful evaluation.

[17 marks] and higher might be appropriate if different interpretations are discussed.

4. Assess the results of both the Arab-Israeli war of 1956 (Sinai Campaign) and the 1967 Six Day War.

The main results of the Sinai Campaign were: Israeli occupation of Sinai; reaching Suez Canal; request to both sides to withdraw from Suez; Egyptian refusal; Anglo-French invasion; diplomatic action of USSR and US; British, French and Israeli withdrawal from Sinai Peninsula and relations deteriorated all round.

The main results of the Six Day War were: paralysis of Egyptian air force; East Jerusalem captured by Israel as well as West Bank, Golan Heights and Sinai; refusal of Arabs to negotiate therefore Israel held on to conquests. Sinai was returned in 1979.

[8 to 10 marks] could be scored by an answer which recounts most of the above with at least implicit assessment.

[11 to 13 marks] answers should contain explicit assessment of the results.

[14 to 16 marks] answers would need to give more analysis of the implications of the wars for Arab-Israeli relations.

[17+ marks] could perhaps be awarded to those who assess the two wars in a global context.

5. Using specific examples explain the popularity of war themes in (a) films *and* (b) novels *and/or* plays.

The number of examples required is not stated but obviously at least one from (a) and one from (b) is necessary. If these are detailed and focused on popularity they could be sufficient. Popularity will probably be explained by excitement, patriotism, human obsession with violence, historical interest, wish to understand the war *etc.*

A vague answer with no reference to any specific examples will not reach *[8 marks]*.

[8 to 10 marks] could be awarded to a mainly descriptive account with implicit reference to popularity if it is adequate.

[11 to 13 marks] answers will contain explicit explanation.

[14 to 16+ marks] answers will contain some of the following: a thematic approach, insight and perception, or an understanding of the psychology and social impact of war on society.

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

6. In what ways and for what reasons have economic problems challenged new states?

In what ways could include: lack of education and training during colonial era; monoculture; a system dependent on the former colonial power; political change causes a knock on effect to trading patterns. Reasons could cover: removal of colonial direction; new inexperienced governments; lack of money, resources and expertise. The above are often interchangeable between how and why and many candidates will not differentiate between them but could still score well.

The question does not state the number of states required as examples, but an answer that gives no specific named examples will probably not reach **[8 marks]**.

[8 to 10 marks] might be scored by a descriptive account with implicit how and why.

[11 to 13 marks] answers should contain explicit explanation of ways and reasons.

[14 to 16+ marks] will be awarded to a well structured essay focusing clearly on explanations of economic problems of at least two states.

N.B. *New states include only former colonies.*

7. Compare and contrast two nationalist or two independence movements, each chosen from a different region.

No cut-off time is indicated but an answer which focuses on the rise, striving for power and success in obtaining it (or failure to do so) would constitute a satisfactory answer.

As for any compare and contrast question if only one element is addressed **[8 marks]** cannot be reached. If only one region is used this also would mean that **[8 marks]** could not be reached.

[8 to 10 marks] will probably be scored by end on accounts of the two chosen movements depending on how well the two are linked.

[11 to 13 marks] answers may adopt a comparative structure but be somewhat unbalanced.

[14 to 16+ marks] answers will be clearly structured and focused and the two movements will be addressed in a balanced manner.

8. To what extent could it be said that, *either* Ghana between 1957 and 1966, *or* Kenya between 1963 and 1978, was a successful new state?

Candidates need to assess at least some of the following points: leadership; stable government; rebellions or other opposition; law and order; economic progress for example in agriculture, trade, industry; progress in education and healthcare; quality of life; foreign policy; position in Africa.

Ghana

Nkrumah prime minister on independence in 1957 and president when it became a republic in 1960, radical pan-African, admired in Africa but opposition at home lead to his exile.

Kenya

Kenyatta was prime minister in 1963 and president in 1964. He was both a Kikuyu nationalist and a pragmatic politician working for tribal harmony and economic growth.

[8 to 10 marks] will probably be awarded to answers which describe the country's history during the requisite years depending on implicit focus on success.

[11 to 13 marks] could be obtained with a better structured essay and an explicit slant on successful new state.

[14 to 16+ marks] would require an analytical approach and clear judgmental conclusion.

9. "The Second World War had a greater impact on decolonization than the First World War." To what extent do you agree with this assertion?

Candidates should consider three elements, the effects of the First World War on both colonial masters and colonies, movements and progress within the colonies 1918 to 1939, and the effects of the Second World War on both. Examination of political, educational, social and economic factors within the three elements should lead to a satisfying analysis and conclusion.

No number of states affected by decolonisation is stated but some specific references are required for *[8 marks]*.

[8 to 10 marks] answers will probably be largely descriptive of perhaps two cases of decolonisation, based on assertions why the Second World War had a greater impact.

[11 to 13 marks] answers will be fuller and contain explicit comments on why the Second World War had a greater impact.

[14 to 16+ marks] essays will be balanced and analytical, and perhaps some will challenge the assertion.

10. What post-independence problems faced the Indian subcontinent between 1947 and 1967, and to what extent were they solved?

Some of the obvious problems were partition, especially India and Pakistan; religion, Hindu versus Muslim; communal violence; disputed territories; poverty and economic problems; lack of education and training. Candidates need to discuss some of the above and assess how far they were solved by 1967.

[8 to 10 marks] answers may describe the situation and both problems and their neglect or attempted solution may be implicit.

[11 to 13 marks] answers will have a clearer focus on problems and solutions - or lack of them.

[14 to 16 marks] answers will be balanced between the different areas and probably will comment on the source of each problem pre or post independence.

[17+ marks] could be awarded to those who are aware of different interpretations.

Topic 3: The rise and rule of single-party states

11. “Promises of improved social and economic conditions win more support for would-be single-party rulers than ideological pronouncements.” How far do you agree with this claim?

This question is intended to promote discussion and analysis about support for would-be single-party rulers in their bid for power. Careful thought and planning is required. It is unlikely that a narrative account of the rise of one single-party ruler would be very satisfactory, neither would unsupported generalisations about several. Candidates could argue that promises made whilst seeking power frequently concerned social and economic conditions, *e.g.* Perón and the urban working class, Hitler and living space and employment, Mao and the peasants. Lenin’s promises of land, and “all power to the Soviets” were understood in a practical way rather than as ideological Marxism. However Mao, Hitler and Lenin especially, made ideological pronouncements. *Mein Kampf* and Lenin’s political writings were quoted rather than read by the people.

Unsubstantiated assertions would not reach **[8 marks]**.

[8 to 10 marks] could be scored by narrative accounts of one or two “rise to power” with implicit focus on the two alternatives.

[11 to 13 marks] may be awarded with adequate comment on both social and economic conditions, and ideology.

[14 to 16+ marks] answers will contain some depth of analysis, and balance.

12. Compare and contrast the organization of one Communist state with one Fascist state.

Comparisons could include direct control by the totalitarian ruler of each, use of secret police, terror, torture, concentration camps, propaganda, cult of the leader, party organization. Contrasts will probably be more difficult, and depend on the chosen states. Communist state control, collective farming and attempts to eliminate religion could be contrasted with either Hitler’s or Mussolini’s policies in these areas (or any other fascist ruler’s policies).

[8 to 10 marks] answers will probably describe each, and marks will depend on linkage.

[11 to 13 marks] could be awarded to end-on accounts with very good cross referencing, or to a basic but perhaps unbalanced comparative structure.

[14 to 16+ marks] answers will be structured comparatively and there will be depth, detail, and balance between the Communist and Fascist states.

If only one Communist state or one Fascist state is addressed **[8 marks]** cannot be reached.

13. Analyse the methods by which *either* Castro *or* Stalin maintained his position as ruler of a single-party state.

Whichever ruler is selected most of the following points should be analysed: the totalitarian form of government; cult of the leader; propaganda; controlled economy; secret police and terror; education; social measures; foreign policy; anti West in Cold War, *etc.*

Some key dates are Castro, became Prime Minister 1959, President 1976. Stalin, battle for leadership 1924 to 1928, economic policies, purges, 1928 to 1939, war with and against Hitler 1939 to 1945, Cold War 1945 to 1953.

[8 to 10 marks] should be awarded for a narrative account of the chosen leader's rule, with implicit focus on methods.

[11 to 13 marks] should be awarded for more explicit focus.

[14 to 16 marks] answers should be structured and focused on key methods.

[17+ marks] will be obtained for indepth analysis, or perhaps different interpretations.

14. Assess the successes and failures of *two* of the following: Nasser's rule of Egypt; Nyerere's rule of Tanzania; Tito's rule of Yugoslavia.

As two are demanded, candidates must be selective, and should structure according to successes and failures. Some areas to assess could be: state of the country at beginning and end of rule; form of government adopted; social and economic progress or lack of progress; stability or opposition, *etc.* Foreign policy, if included must be made relevant to "rule of...".

The two rulers can be treated separately (up to **[12 to 8 marks]** either way) or marked as a whole.

[8 to 10 marks] could be scored by descriptive accounts if there is at least implicit focus on successes and failures.

[11 to 13 marks] may be given with explicit explanation of successes and failures.

[14 to 16+ marks] will be awarded for balanced, structured, analytical responses.

15. Evaluate the attempts of *two* rulers of single-party states, each chosen from a different region, to control and use the media.

The media should suggest press, radio, television, newsreel films and perhaps posters (certainly in Lenin and Stalinist Russia and some developing countries). Control needs attention to direction, censorship and penalties. Use could include for support, propaganda against opposition *etc.* Evaluate means that candidates should note the success, failure, morality, effects or results of the attempts. No doubt Hitler will be a favourite choice, perhaps with Perón or Castro.

If only one ruler or one region is addressed mark out of **[12 marks]**.

Unsupported assertions with no specific details would probably not reach **[8 marks]**.

[8 to 10 marks] would perhaps be scored by descriptive or narrative accounts with implicit evaluation of attempts to control or use.

[11 to 13 marks] should be awarded to answers with explicit evaluation.

[14 to 16+ marks] answers would usually be well structured and focus directly on control and use. The evaluation would be balanced and analytical.

Topic 4: The establishment and work of international organisations

16. Compare and contrast the political aims of *two* international *or* regional organisations.

Political aims suggests the reasons for the foundation of the organization, and its subsequent aims and policies. Some areas to consider could be: for peace, to obtain or secure it; for defence, against real or imagined enemies; for dominance in or of a region; for a religion; for an ideology; for an economic end related to political aims *e.g.* dominance.

If only one organization is addressed [**8 marks**] cannot be reached. Accept two international or two regional or one of each.

[**8 to 10 marks**] could be scored by end on accounts which lack selection (probably all the candidate knows) especially with linkage.

[**11 to 13 marks**] may be awarded with focus on political aims and good linkage.

[**14 to 16 marks**] should be reached by answers which adopt comparative structure and focus well on political aims.

[**17+ marks**] could be scored with in-depth analysis or perhaps different interpretations.

17. “The specialised agencies of the United Nations have been more successful than the United Nations’ peace keeping forces.” To what extent do you agree with this judgement?

The main specialised agencies are Food and Agriculture, International Bank for Reconstruction and Development, Civil Aviation, International Labour Organization, Monetary Fund, World Health Organization, United Nations Educational Scientific and Cultural Organization.

Peace keeping is perhaps the primary aim and purpose of the United Nations Organization. Its decisions are binding; it can impose mandatory sanctions, call for a cease fire, and establish a force to impose its will. But the use of the veto has hampered some proposed operations and of course it has been opposed on the ground. There are many areas to consider *e.g.* Korea, Nigeria, Angola, Cyprus, Israel *etc.*

Candidates need to evaluate the work of both agencies and peace keeping. Do not expect all the above.

If only specialised agencies or peace keeping forces are addressed, mark out of [**12 marks**].

[**8 to 10 marks**] could be scored by a description of say two of each with implicit evaluation.

[**11 to 13 marks**] answers should contain more details and specific evaluation.

[**14 to 16+ marks**] should be reached by a balanced analytical evaluation of both.

18. Assess the legal benefits conferred by international organisations on *two* countries, each chosen from a different region.

This will probably not be a popular question. Legal benefits could cover those both for or on the state, and on individual citizens of the countries chosen. The International Court of Justice (15 judges appointed by United Nations, Council and Assembly) can only function when states bring issues before it. The European Court of Justice deals with states and individuals, especially citizens who believe that their own country is at fault for not allowing them some benefit *etc.*

Note this question requires two countries to be discussed not two organisations.

If only one country or one region is addressed mark out of **[12 marks]**.

[8 to 10 marks] could be scored by narrative accounts with implicit assessment.

[11 to 13 marks] answers should contain more specific details.

[14 to 16+ marks] can be awarded for good assessment, with those in the highest bands pointing out negative features also.

19. In what ways and for what reasons have international and regional organisations helped to obtain (a) better educational facilities *and* (b) equal rights for women?

No doubt the United Nations will feature. No number of organisations is stated but **[8 marks]** cannot be reached unless specific evidence from named countries and organisations are referred to. Where one section is better than the other allow up to a **[12/8 marks]** split eitherway. If only (a) or (b) is done mark out of **[12 marks]**.

N.B. It is unwise to attempt this question unless case studies on women and education have been undertaken.

[8 to 10 marks] answers will probably not differentiate clearly between ways and reasons (how and why).

[11 to 13 marks] will be obtained by a more explicit focus on ways and reasons.

[14 to 16+ marks] answers will contain specific case studies, analysis and structure.

20. Evaluate the economic and monetary policies of *one* of the following: World Bank; The International Monetary Fund; General Agreement on Tariffs and Trade.

Evaluate suggests the working, successes and failures, impact or lack of impact, areas not tackled, balance of help for developed and developing countries, *etc.* Economic and monetary policies could be discussed separately or together. Their co-operation or lack of co-operation with other international organisations could be assessed.

This is unlikely to attract many candidates except perhaps those studying economics.

[8 to 10 marks] could be scored for accounts of the chosen organization with implicit evaluation.

[11 to 13 marks] could be scored with more explicit evaluation of economic and monetary policies.

[14 to 16+ marks] answers should address and evaluate a selection of the points listed above in a global context.

Topic 5: The Cold War

21. “The Cold War was caused by fear, not aggression.” To what extent does this view explain how the Cold War developed between 1945 and 1949?

Candidates need to explain their understanding of fear. USSR feared another attack from the west by the West, and the West's economic superiority. The West feared a Soviet attempt to impose World Communism. Candidates then need to consider the events 1945 to 1949, related to the Cold War, especially Yalta, USSR domination of Eastern Europe that they had ‘liberated’ from the Nazis, the failure to allow free elections in Poland *etc.*, imposition of Communist governments in eastern Europe, division of and disagreement about Germany, Berlin. There is much to discuss, so candidates must produce factual examples. The actions of both sides should be assessed and a conclusion reached about fear and aggression in the context of the specific evidence produced.

[8 to 10 marks] could be scored by a narrative approach with implicit reference to fear and aggression.

[11 to 13 marks] or *[14 to 16 marks]*, depending on depth and detail, can be awarded for a chronological account which assesses several relevant events or policies.

[17+ marks] answers must address “to what extent” thoroughly and effectively.

22. Examine the impact of the Cold War on educational developments in *two* countries, each chosen from a different region.

Note that the question asks for two countries from different regions not from different sides of the Cold War, though of course US and USSR are from different regions; other choices could be two of Germany, China and Cuba. Unless candidates have studied this topic they should not tackle this question. Only specific case studies will ensure a good mark. Universal education and literacy, history, and science could feature, but the Cold War must be the focus.

If only one country or one region is addressed mark out of *[12 marks]*.

General assertions without specific evidence will not reach *[8 marks]*.

[8 to 10 marks] could be scored by an account of the educational system in the two chosen countries with implicit focus.

[11 to 13 marks] can be scored with better evaluation

[14 to 16+ marks] answers require insight and analysis.

23. Compare and contrast the aims and policies of the North Atlantic Treaty Organization and the Warsaw Pact up to 1970.

For comparison it could be said that both aimed to protect their members, agreed to give military assistance if one was attacked and generally promoted and defended their own interests and ideologies. In contrast the North Atlantic Treaty Organization was formed as a barrier and deterrent against the spread of Communism and against the feared aggression from the Communist block. The Warsaw Pact was formed in response to the North Atlantic Treaty Organization, but also to secure the allegiance of this block. Its military might was used to put down rebellions in fellow member countries. It was dominated by the USSR. The North Atlantic Treaty Organization was freer and more democratic. All members contributed funds and its command was multi-national. It had institutions and a Council.

If only the North Atlantic Treaty Organization or the Warsaw Pact is tackled, **[8 marks]** cannot be reached.

[8 to 10 marks] could be scored with end-on descriptions containing implicit comparisons.

[11 to 13 marks] may be awarded for an answer with clear linkage or perhaps with an unbalanced but comparative structure.

[14 to 16+ marks] answers will be analytical and comparative, and have a good balance between all the requisite elements.

24. For what reasons, and with what results, up to 1963, did the United States adopt the policy known as ‘containment’?

Containment was a basic principle of US foreign policy which was developed as a response to the Cold War. It aimed at stopping or at least ‘containing’ Soviet expansionist tendencies by building up a circle of military pacts around the USSR and its satellites. The policy was first adopted by President Truman with the foundation of the North Atlantic Treaty Organization in 1949, as a means of stopping Communist expansion in Europe. North Atlantic Treaty Organization forces were armed with conventional and nuclear weapons and stretched from the Arctic Circle to Turkey. Similar pacts in the Far East were the **Anzus** pact of 1951 and **Seato** in 1954. In the 1960s the policy was extended to prevent Soviet expansion in Africa and Latin America. The Cuba Missile Crisis could be included.

[8 to 10 marks] could be obtained by a basic explanation of why - fear? rivalry? power struggle? and some of the above.

[11 to 13 marks] answers will be more specific on reasons and events.

[14 to 16 marks] answers should be structured, analytical and detailed.

[17+ marks] answers might include different interpretations especially of reasons for adopting containment.

25. Excluding the superpowers assess the role of *two* countries in the development of the Cold War after 1950.

US and USSR are excluded. As two countries are required they must be selected carefully in order not to produce long narratives and run-out of time. The key words are assess, role and development. Cuba would be a manageable choice, as would Korea. The date 1950 excludes most of the important events concerning Berlin.

If only one country is discussed mark out of **[12 marks]**. NB: Allow China.

[8 to 10 marks] should be awarded for narratives with implicit assessment of developments.

[11 to 13 marks] can be given for explicit assessment within largely chronological accounts.

[14 to 16 marks] will be awarded for better structure, focus and analysis of development.

[17+ marks] might be appropriate for essays that also include different interpretations.

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

26. Assess the effects of religious conflict on *two* countries, each chosen from a different region.

Religious conflict could affect countries in some of the following ways: civil war; rebellion; political instability; unrest and civil disturbances; persecution of the religious minority. The exact nature of the conflict and its effects will depend on the examples chosen. Some well known ones would include the Indian sub-continent, Northern Ireland, Lebanon, Yugoslavia.

If only one country or one region is addressed, mark out of *[12 marks]*.

Answers which do not contain specific examples cannot reach *[8 marks]*.

[8 to 10 marks] could be scored by narrative accounts with implicit assessment.

[11 to 13 marks] answers will contain better focus on the effects of the conflict

[14 to 16+ marks] should be awarded for answers with balance, structure and exact focus on effects.

27. Compare and contrast the political and social status of, Christians, in one predominantly Christian country, and Muslims, in one predominantly Muslim country, in the second half of the twentieth century.

Some areas to compare could be that both have been dominant in their countries, the religions have been official or at least favoured, religious leaders have been prominent, and the religious institutions wealthy. Some laws favour the religious beliefs and morality. Religious festivals are recognised. In contrast Muslims are becoming more dominant, politically important and powerful, whilst Christians, especially Catholics are declining. Muslims are more aggressive in many aspects and their members, especially young men more fervent and the connection with the state and politics is stronger.

[8 to 10 marks] could be scored by end-on accounts of a general nature but with some linkage.

[11 to 13 marks] answers will contain more specific details, knowledge of the two geographical areas.

[14 to 16+ marks] should be awarded to a comparative structure, more accurate details on social status - perhaps the position of women, and material from named countries.

- 28. Account for the strong economic position of *one* of the following and show how this position caused problems for your chosen minority: Asians in East Africa; Chinese in Malaysia; Jews in western Europe.**

Points to consider for the strong economic position are: education; training; culture; family support; superiority over indigenous population. Problems were caused by jealousy of success and wealth; government discrimination, *e.g.* legislation; loss of political rights; persecution.

[8 to 10 marks] could be scored by a narrative or descriptive answer with comments.

[11 to 13 marks] answers should contain more detail and assessment.

[14 to 16+ marks] will be awarded to balanced answers which assess and focus clearly on 'strong economic position' and 'problems' resulting from it.

- 29. In what ways and for what reasons has belonging to an ethnic minority (a) improved and (b) disadvantaged the lives of women?**

Many of the points suggested for the previous question could be relevant here. Candidates would have to consider the culture, background, traditions, political environment *etc.* of both the ethnic minority and the dominant majority.

[8 to 10 marks] answers might only consider one example.

[11 to 13 marks] answers should provide a wider range of evidence.

[14 to 16+ marks] essays will be specific, analytical and show balance between (a) and (b).

- 30. Analyse the results of discrimination and persecution of *two* minorities, religious *or* ethnic, each chosen from a different region.**

Candidates should state briefly the reasons for, and nature of, discrimination and persecution, and then concentrate on the results. Note that results can apply both to the perpetrators and the recipients, and all aspects, personal, social, mental, physical, legal *etc.* can be analysed. Nazi anti-semitism would be a well known example, but more than a description of the horrific details of the holocaust is required.

Two religions, two ethnic minorities, or one of each is acceptable, but if only one, or one region is tackled, mark out of *[12 marks]*.

[8 to 10 marks] might be awarded for generalised narratives.

[11 to 13 marks] answers should focus more on effects.

[14 to 16+ marks] will do so and produce analysis of effects on both minorities and the majorities in power.
