

MARKSCHEME

May 2004

HISTORY

Higher Level and Standard Level

Paper 2

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Topic 1 Causes, practices and effects of war

1. In what ways did the causes of the Second World War differ from the causes of the First World War?

The best way to approach this question is probably to explain the causes of the Second World War, showing how each one differed from causes in the First World War. Germany should be considered as a cause of both; for the Second World War it was Hitler's aggression, which was probably more important than the Kaiser's policies and ambitions in the First World War. Nationalism in the Second World War was mainly Hitler's desire for "living space", in the First World War it was mainly in the Balkans. Similarly Imperialism if present in the Second World War, was different from the desire for colonies in the First World War. Appeasement has been considered as a cause of the Second World War, whereas the arms race was important for the First World War. The alliances and failure of diplomacy, could be discussed for both. It was Hitler's invasion of Poland that sparked the Second World War, whereas the assassination at Sarajevo began the events that led to the First World War. Versailles was a cause of the Second World War only.

No doubt many candidates will attempt to give the causes of both wars end-on, and this will take too much time. Candidates should be selective and focus on differences.

[7 marks] and under if only one war is addressed.

[8 to 10 marks] for end-on accounts of both wars with implicit differences.

[11 to 13 marks] for a structure focused on differences or good linkage.

[14 to 16 marks] for focus on and analysis of differences.

[17+ marks] for different interpretations or perception of differences and similarities.

2. Evaluate the importance of naval warfare in twentieth century wars. Specific examples must be given from at least *two* wars.

Candidates might select two wars, explain the use and evaluate the importance of the war at sea, offensive and defensive in both, either together or as two separate parts. Another way is to select topics/areas, such as types of fighting ships including submarines, troop carriers, aircraft carriers, supply ships for home and battle areas *etc.* Specific evidence from two or more wars can then be used to illustrate each point, and an overall verdict reached on the importance of naval warfare/sea power in twentieth century wars.

[8 to 10 marks] for narrative/descriptions with implicit importance.

[11 to 13 marks] for better detail and focus on importance.

[14 to 16+ marks] for clear focus and evaluation of naval warfare, backed by specific evidence.

3. Why were there so many Arab-Israeli wars between 1948 and 1978?

This question demands an explanation of the hostility between the Arabs and Israelis and some knowledge of the actual wars that took place between 1948 and 1978. These wars were, 1948 to 1949, following the end of the British mandate and the establishment of the independent state of Israel; 1956, Sinai campaign and Suez War; 1967, Six Day or June War; 1973 the Yom Kippur, Ramadan or October War.

The reasons for, or causes of, the hostility and wars could include: Zionism; formation of separate state of Israel; Arab hostility on religious economic and national grounds; Palestinian problem; refugee problem; land seizure by Israelis *etc.*

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

[11 to 13 marks] for focus on reasons for hostility and some knowledge of wars.

[14 to 16 marks] for an integrated structure and analysis of reasons and wars.

[17+ marks] for balance and analysis of the position, aims, fears *etc.* of both sides.

4. Analyse the results of two wars, each chosen from a different region.

The results of the wars will of course depend on the wars chosen, which could be global or limited, but should include the effects on and for both, winners and losers, or at least the main participants in major wars. Areas to consider are political, social and economic results at home, the ways in which the war has strengthened or weakened the country being analysed, its changes in status as a regional or world power, and where relevant, Cold War politics.

Candidates are probably more likely to concentrate on wider results and issues, than detailed domestic circumstances and changes (except perhaps after the First World War). Allow the Second World War as two wars, Europe and the Pacific, but candidates would probably be wiser to use conflicts involving fewer countries such as the Spanish Civil War or Korean War, where analysis can be in greater depth.

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

[11 to 13 marks] for more explicit analysis.

[14 to 16+ marks] for focus on and specific analysis of, results.

N.B. If only one war or one region is addressed, mark out of [12].

5. Assess the social and economic effects of *one* war on *two* of the countries involved, in the ten years following the end of the war.

This is a narrower question than the previous one. It requires assessment of social and economic effects on two countries involved in the same war. The chosen countries can be on the same side or on opposite sides. Social and economic covers areas such as war damage, trade and finance, employment, role of women, effect on education and the arts, medical issues and epidemics, demobilization of troops *etc.* A suitable time scale has been given as 10 years following the end of the war, to help candidates.

The cold war is not acceptable as an example.

[7 marks] and under for sparse general answers.

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

[11 to 13 marks] for more explicit assessment.

[14 to 16+ marks] for detailed assessment of the social and economic effects.

N.B. If only one country is used mark out of [12].

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

6. Analyse the support for, and the methods used by, *one* leader of a non-European nationalist *or* independence movement.

The wording of the question suggests that candidates should name their chosen leader and firstly explain the nature of support, especially the reasons for supporting him/her. This could include the manifesto, political affinity, promises of reward if or when power was obtained, and especially opposition to the current regime. The methods used should then be analysed: were they peaceful, non-cooperative, violent; were economic methods such as strikes or boycotts used; was success obtained quickly or was a long campaign necessary? Some overall assessment would be appropriate.

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

[11 to 13 marks] for some explicit analysis of support and methods.

[14 to 16 marks] for analytical answers focused on support and methods.

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

7. How and why was *either* Ghana *or* Pakistan successful in obtaining independence?

How suggests methods used, and why covers successful policies etc. of the independence movement, and weaknesses of the previous colonial regime. It could also include external factors that favoured independence.

Ghana (formerly the British colony of Gold Coast), became independent in 1957. Independence grew out of the relatively prosperous position based on mining and cocoa, combined with better educational standards than in most parts of Africa. The Second World War increased the desire for self-government, and the British and American educated Nkrumah founded the Convention Peoples Party, and led a series of strikes *etc.* and obtained independence.

Pakistan obtained independence in 1947. Candidates need to explain briefly the lengthy movement for independence on the Indian sub-continent, and integrate the efforts of Jinnah with the Muslim League, in obtaining separation from India, and the formation of the independent state, Pakistan.

[8 to 10 marks] for a narrative account with implicit explanation.

[11 to 13 marks] for addressing how and why.

[14 to 16 marks] for a structured, analytical, and balanced answer.

[17+ marks] for insight, thorough coverage or different interpretations.

8. Compare and contrast the form of government in the ten years following independence, of two of the following: Algeria; India; Kenya.

Algeria became independent in 1962, with Ben Bella as prime minister, then president of the Republic, until he was ousted by Boumedienne in a military coup. Boumedienne as president of the Council of Revolution introduced socialist policies, beginning with his first four year plan, 1969 to 1973. He was supported by the USSR.

India was granted independence in 1947 as a federal republic. A constitution was adopted in 1950 and India became a member of the Commonwealth. The president was elected by an electoral college, advised by a Council of State which included a cabinet from the majority parliamentary party. Parliament consisted of an upper house and a lower house elected by universal suffrage.

Kenya became independent in 1963, as a republic, but became a member of the Commonwealth. There were two main political parties, KANU and KADU. Kenyatta was prime minister then president in 1964, until his death in 1978.

[7 marks] and under if only one state is addressed.

[8 to 10 marks] for end-on accounts with some linkage.

[11 to 13 marks] for better linkage or an unbalanced comparative structure.

[14 to 16+ marks] for adequate/extensive detail and comment in a comparative structure.

9. Assess one of the following challenges facing new states in either Africa or Asia: the colonial legacy; neocolonialism; the Cold War.

Candidates must select one of the above “challenges”, and explain how it affected the new state or states, either in Africa or in Asia (allow a mixture of both), what measures were used to meet the challenge, and how successful they were. Colonial legacy could include lack of education, training, political awareness, an economy based on the needs of the mother country, financial problems *etc.*

Neocolonialism suggests continuing dependence socially, politically and especially economically on another power, usually the former colonial master. The Cold War suggests involvement with one or both of the superpowers that tried to obtain support, perhaps by giving aid, “technical” advisers, or help to one side in a civil war.

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

[11 to 13 marks] for explicit assessment.

[14 to 16+ marks] for specific detail, balance and analysis of the challenge and how it is met.

10. Examine the impact of independence on cultural, social and gender issues in *one* new non-European state.

The question requires consideration of the impact of independence on the lives of the people in a new state. The withdrawal of the former colonial power meant that the new state had to develop its own social policies for example in education and health care. Did it continue where the old regime left off, or were the new policies radical or a return to traditional practices? Did tribal or former culture re-emerge for example in music, dance and dress, or did so called modernization continue? How did independence affect the role and lives of women?

Neither Cuba under Castro nor the people's Republic of China under Mao are acceptable.

[8 to 10 marks] for largely descriptive essays.

[11 to 13 marks] for discussion of all the issues and their impact.

[14 to 16 marks] for specific detail and focus on impact.

[17+ marks] for perceptive insight into impact.

Topic 3 The rise and rule of single-party states

11. Analyse the methods used by one single-party state ruler in his successful bid for power.

Candidates should explain the methods used by their chosen ruler, say why these methods were chosen, then analyse them by indicating how and why they were successful in propelling the aspiring ruler into power. Actual details will depend on the person chosen, but the type of methods used, legal or violent, political or in armed rebellion, the type of support sought and obtained, ideology, the nature of the regime that is overthrown, the regional or world situation, should all be analysed. The answer need only go as far as when power is obtained. No doubt Hitler and Castro will be popular choices.

[8 to 10 marks] for a narrative “rise to power” essay with implicit analysis.

[11 to 13 marks] for some explicit analysis of methods used, *e.g.* why they succeeded.

[14 to 16 marks] for a structured analysis of methods.

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

12. Evaluate the importance of ideology in the policies of two of the following rulers of single-party states: Castro; Hitler; Lenin; Nyerere.

Candidates need to select two from the list of four, and discuss the role of ideology – as a positive or negative force in the policies they implemented during their rule. It should be determined if the ideology associated with the rulers chosen was one already in existence or one which originated with the ruler. Did the ruler believe in it or was he just using it? How precisely did he follow it? The two selected rulers can be linked together in one essay or treated separately. Castro was originally a revolutionary socialist, then a Communist. Hitler can be called a fascist and/or a Nazi. Lenin was a Marxist or Marxist Leninist. Nyerere was an African nationalist and a socialist.

[7 marks] and under if there is no attention to ideology.

[8 to 10 marks] for a narrative or descriptive essay with implicit importance.

[11 to 13 marks] for explicit evaluation of importance.

[14 to 16 marks] for balance and focus on importance.

[17+ marks] for different interpretations and understanding of the different ideologies.

N.B. If only one ruler is addressed mark out of [12].

13. Compare and contrast the foreign policies of *two* rulers of single-party states, each chosen from a different region.

Foreign policy is not usually a popular area in this topic. This is a straightforward compare and contrast question, but the selected rulers must be from different regions. Points to consider could include, offensive or defensive: aggressive to hide domestic problems, or passive to allow for concentration on domestic issues; successful or a failure; solitary or acting in alliance; personal or influenced by outside events; driven by economic or political motives. Candidates will probably find it easier to address rulers with an active foreign policy thus Castro could be considered with either Hitler or Mussolini.

[7 marks] and under if only one ruler or one region is used.

[8 to 10 marks] for end-on narratives with little linkage.

[11 to 13 marks] for good linkage or a perhaps unbalanced comparative structure.

[14 to 16+ marks] for a satisfactory comparative structure with adequate detail.

14. In what ways, and to what extent, did *either* Nasser *or* Perón improve social and economic conditions?

Nasser was minister of the interior after the 1952 coup, then President of Egypt, 1954–70. His policies included land reform, and he advocated socialist measures to try to eliminate poverty. He opposed extremist Muslims, and was a modernizer. He instigated the building of the Aswan Dam which controlled irrigation but resulted in coastal erosion and diminution of fishing.

Perón was President of Argentina 1946–55 and briefly 1973–74. Helped by his wife Eva, he introduced schemes and policies to help the poor and improve the lives of women, such as social welfare, education and health care. He supported industry at the expense of agriculture, trade unions, and public works. Argentina amassed a large foreign surplus in the Second World War, but financial problems and poverty remained.

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

[11 to 13 marks] for more explicit assessment.

[14 to 16+ marks] for focus, structure and analysis of improvement, and attention to, to what extent.

15. Examine the global impact of *one* ruler of a single-party state.

This question gives thoughtful candidates the opportunity to write an original and analytical essay on how and why one ruler of a single-party state affected other states.

Some suggestions are: Hitler's destructive global impact culminating in the Second World War; Lenin as the first ruler to adopt Marxism: then his own version of Communism, Marxist Leninism, was adopted widely – Lenin's writings were also influential; Castro, who as the ruler of a very small state had an impact that was beyond his importance, partly because of Cuba's geographical position, close to America.

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

[11 to 13 marks] for better focus on, and explanation of, global impact.

[14 to 16 marks] for an analytical essay.

[17+ marks] for original thought and analysis.

Topic 4 Peace and cooperation: international organizations and multiparty states

16. Why in spite of the worthy intentions of its founders, did the League of Nations only last for two decades?

Candidates should first consider the founders’ “good intentions”, that is, their aims, to preserve peace and work for a better world, and assess if this was possible or too idealistic. Criticisms of failures in the League such as its structure and association with Versailles could also be examined here, or in the second part which is to explain its short life. Candidates should do this by pointing out the problems it faced because of its inherent weaknesses, and the difficult world situation with countries refusing to join, or obey, or cooperate, as well as aggressive dictators and governments, including Mussolini, Hitler and Japan.

[8 to 10 marks] for a chronological narrative of failure with implicit reasoning.

[11 to 13 marks] for focus on the set question and some explicit arguments.

[14 to 16 marks] for exact focus on and analysis of both parts of the question.

[17+ marks] for reasoned analysis in a balanced interpretation.

17. For what reasons, and to what extent, were twentieth century international organizations founded to maintain peace?

The demands of this question are, why were many international organizations founded to secure peace, and what were the aims of organizations that were founded for different purposes? The first part can be answered by explaining the increasing horror of war as it developed throughout the century, culminating in the horrific potential of nuclear weapons. The second part could perhaps consider trade or similar organizations designed to protect or increase trade and hence prosperity.

[7 marks] and under for general assertions.

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

[11 to 13 marks] for clearer focus on reasons and extent.

[14 to 16+ marks] for analysis of both parts.

18. Assess the impact of social and economic policies in *one* of the following: India (1947 to 1964); Japan (1945 to 1952); USA (1933 to 1945).

Candidates need to select one of the above, give details of the social and economic policies and assess their impact by deciding if they were successful, suitable, advantageous for the people and/or the country *etc.* Social could include culture, education, living conditions, health, gender issues *etc.* Economic would cover agriculture, trade, industry, finance and the general prosperity or poverty of the chosen country.

India 1947–64 was under the presidency of Nehru. His main policies included attempts to improve literacy, education, and introduce social reforms. He instigated five year economic, especially industrial plans, but GNP only just kept up with the population growth.

Japan 1945–47, saw the post war US occupation, with the beginning of economic recovery with US help. Socially there was the end of militarism, establishment of democracy and all that that entailed.

USA 1933–45 was the period in which Roosevelt dealt with the financial crisis and depression. His New Deal was a social and economic programme introduced to combat unemployment (14 million). The deal included Acts of Emergency, Banking, a programme of public works, financial measures, community programmes, introduction of old age pensions, and many other reforms. With the outbreak of the Second World War, the USA prospered economically.

[8 to 10 marks] for narrative accounts of social and economic policies, with implicit analysis.

[11 to 13 marks] for some explicit analysis.

[14 to 16 marks] for focus and structure as well as analysis.

[17+ marks] for in-depth analysis or different interpretations.

19. **“In spite of two world wars, economic depression and global tension, the multiparty state was the most popular form of government.” To what extent do you agree with this statement?**

The question needs an assessment of why, in spite of the various problems and disasters of the twentieth century, democracy, rather than say fascism, or communism, could be said to be the most popular form of government. Some might disagree, and give statistics to support their argument. It could also be argued that even if many were living in totalitarian states, democracy was “more popular” with people. Candidates could examine the franchise, the growth of political parties and party politics, increased education and prosperity which led to greater equality, the association of totalitarianism with terror and repression, and many other interesting areas.

[7 marks] and under for unsubstantiated generalizations.

[8 to 10 marks] for descriptive answers of, for instance, one democratic state.

[11 to 13 marks] for a reasonable attempt to suggest reasons for the popularity of democracy.

[14 to 16+ marks] for genuine thought and perhaps originality, in a well structured answer.

20. **Analyse the successes and failures of *one* multiparty state.**

This is a very open question, allowing candidates to select any twentieth century multiparty state and explain its aspects of success – why and how; and its aspects of failure - why and how, and probably to what extent. Details will of course depend on the state chosen. Candidates can elect to cover a long time period of a state that has been multiparty throughout the century, or select a certain definite administration, or use as an example a state that becomes multiparty. Weimar, with its failure and the rise of Hitler, could be a popular choice.

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

[11 to 13 marks] for focus on success and failure.

[14 to 16 marks] for analysis and detail.

[17+ marks] for perceptive insight or in-depth analysis into the reasons for success and failure.

Topic 5 The Cold War

21. To what extent did events in the final year of the Second World War turn wartime allies into Cold War enemies?

Candidates need to name events in the final year of the Second World War – 1945, analyse them to ascertain if, how and why, they turned the USSR from an ally into an enemy of the western powers, then assess previous events that might also have contributed to this change.

Key events in 1945 could include: Yalta, Potsdam, Soviet invasion of, and success in, eastern Europe (including Berlin), USA and the atomic bomb. Candidates should discuss how important they were in turning the wartime allies into enemies. To address “to what extent”, they could mention other pre 1945 events that caused friction. Others might argue that the Cold War did not become really embittered until 1947, although the term “Cold War”, was used in 1946.

[8 to 10 marks] for a narrative of events in 1945, with implicit judgment.

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

[14 to 16+ marks] for analysis of the part played by 1945 events.

[17+ marks] for perceptive comments or different interpretations as well as addressing “to what extent”.

22. Compare and contrast the policies of the USA and the USSR towards Korea between 1945 and 1955.

Candidates need to know and address events in Korea between 1945 and 1955. The actual comparison and contrast could be done in several ways. For example some might regard the USSR support of the North and the US support of the South as similar, because both super powers were exerting their influence in part of Korea. Others could contrast it because the USSR and USA were, in different areas, following different policies. Important events to include are: 1945, US and Soviet troops landed, and Japanese surrendered to both (separately); the 38th Parallel was designated the dividing line; separate regions were set up in 1948; USSR troops “withdrew” in 1948, and US in 1949; Korean War, 1950 to 1953.

The US fought directly for the South, but under UN authority. The part played by USSR in the war is disputed.

[7 marks] and under if only USA or USSR policies are addressed.

[8 to 10 marks] for end on accounts of US and Soviet policies, with an attempt to link them.

[11 to 13 marks] for more detail and better linkage.

[14 to 16+ marks] for a comparative structure and adequate detail.

[17+ marks] for excellent comparison and contrast.

23. Assess the impact of the Truman Doctrine and Marshall Plan on the development of the Cold War between 1947 and 1961.

Candidates should explain briefly the Truman Doctrine and the Marshall Plan then explain how both affected relations between east and west, and contributed to the spread and escalation of the Cold War.

The Truman Doctrine was enunciated in Truman’s speech to Congress, 14 March 1947, requesting support for “free peoples”, resisting subjugation. Congress voted money for economic and military aid to those thought to be under communist threat. The Marshall Plan was the European Recovery Programme, passed by Congress in 1948, offering aid to help Europe’s post war recovery. The USSR pressured its satellites to refuse.

Results/impact might include: OEEC; European economic upturn, especially in west Germany; fear of this by USSR; Berlin Blockade and airlift; NATO; Warsaw Pact; and perhaps with the given end date, the Berlin Wall. Candidates must analyse the two US measures, determine US motives, and how far the USSR genuinely feared their effects, in order to decide to what extent they were instrumental in causing bitterness and hardening Cold War attitudes.

[8 to 10 marks] for an account of the Truman Doctrine and Marshall Plan.

[11 to 13 marks] for a clear definition and assessment of their impact.

[14 to 16 marks] for focus and analysis of their effects on Cold War development.

[17+ marks] for balance, in-depth analysis or different interpretations.

24. In what ways, and to what extent, did the Cold War become less confrontational after 1970?

This question requires candidates to explain the nature of Cold War developments in this period, assess danger, then, including a brief reference to earlier periods and events, make a judgment on the question. The most dangerous events between 1960 and 1970 were probably the Cuban Missile Crisis, Vietnam, the nuclear arms race and the suppression of the Prague Spring. But during this decade Nixon had begun troop withdrawal from Vietnam, Khrushchev was talking “peaceful coexistence”, and SALT talks began in 1969. Arms limitation and control continued and détente gained ground, as did the growth of opposition to the regime in communist countries, e.g. the Solidarity movement. In 1972 Nixon visited Moscow and SALT 1 was signed. The Helsinki agreement was issued in 1975, but unrest in eastern Europe continued, and in 1979 USSR invaded Afghanistan.

[7 marks] and under for unsubstantiated assertions.

[8 to 10 marks] for narratives of some events, with implicit judgment on “less confrontational”.

[11 to 13 marks] for focus on the changes in Cold War tension.

[14 to 16+ marks] for focus on, and analytical treatment of, the variation of tension and confrontation.

25. Assess the importance of social and economic issues in causing opposition to communist regimes.

This question needs to consider two areas, early discontent which led to uprisings, and later discontent which helped to end the Cold War.

The first section would include the various risings, such as Hungary, Poland, Czechoslovakia, brutally suppressed by the USSR.

Candidates need to explain how social and economic grievances in eastern Europe helped to end communist rule there. Some areas to discuss are: regimentation and direction in all aspects of life; five year plans; shortages; queuing; lack of luxury goods and concentration on armaments; contrast with living conditions in the west; poor housing, lack of freedom of expression in the arts, education *etc.* Good answers will give specific details, *e.g.* opposition movements *e.g.* Solidarity in Poland, with strikes *etc.* The part played by religious opposition would be relevant.

[7 marks] and under for vague assertions.

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

[11 to 13 marks] for focus on ways and extent.

[14 to 16 marks] for explanations of how and how far social and economic discontent played its part in ending the Cold War.

[17+ marks] for perception of the extent of the part played by social, economic, and other grievances in ending the Cold War.

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

26. Compare and contrast the position and treatment of *one* ethnic minority and *one* religious minority.

This question requires a comparison of the position, that is, was the minority persecuted or disadvantaged? Did it enjoy equal status with other citizens? Was treatment fair, helpful, harmful, (even persecution), of one ethnic (or racial), and one religious minority? The two chosen minorities could be from the same, or from different, countries.

[7 marks] and under if only one minority or two ethnic or two religious minorities are addressed.

[8 to 10 marks] for end-on accounts with slight linkage.

[11 to 13 marks] for better detail and comparison.

[14 to 16+ marks] for acceptable detail in a comparative structure.

27. In what ways, and with what results, did religion challenge the government of one or more states?

The first part of this question requires consideration of how a religious denomination or sect challenged the authority, laws, *etc.* of an established government. The second part demands an explanation of the results or effects of this challenge, both for the religious group and for the government. No specific number of cases is required, but analysis and assessment is required, rather than a list of supposed cases.

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

[11 to 13 marks] for clearer focus on, and assessment of, ways and results.

[14 to 16+ marks] for focused, structured analytical essays.

28. Assess the methods used by *two* ethnic *or* racial minorities, each chosen from a different region, to try to obtain equal rights.

This question requires the selection of two minorities, ethnic or racial, but from different regions, for an assessment or thorough examination, of the methods used by each minority, in order to try to obtain the same rights and privileges enjoyed by other people/races living in each state. The answer can be written as one essay dealing with both minorities, or as two separate parts.

[7 marks] and under for vague general comments.

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

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

[14 to 16+ marks] for structured answers with specific and analytical material.

29. Analyse the reasons for, and results of, the persecution of *one* ethnic *or* religious minority.

Again there are two parts, an analysis of why the minority was persecuted, and secondly an analysis of the results of the persecution – on the minority and on the perpetrator of the persecution. The Jews in Germany could be used as a well known example for this question, but there were many other examples of persecution, even of genocide, in the twentieth century.

[8 to 10 marks] for narrative of a persecuted minority with implicit reasons and results.

[11 to 13 marks] for adequate detail and some analysis.

[14 to 16+ marks] for good focus, structure and analysis.

30. “Minorities are always among the poorest section of any state.” To what extent do you agree with this assertion?

This question requires candidates to think about and provide evidence to either prove or disprove this statement. It should not be attempted if case studies for this topic have not been undertaken. It requires thought, selection and explanation.

[7 marks] and under for unsubstantiated generalizations.

[8 to 10 marks] for descriptive answers with implicit focus on the quotation.

[11 to 13 marks] for better detail, judgment and focus.

[14 to 16+ marks] for a well thought out analytical essay.
