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Candidate session number	0	0							
Candidate name									
School number			0	0					
School name									
Examination session (May or November)	MAY			Year	2009				

Diploma Programme subject in which this extended essay is registered: HISTORY
 (For an extended essay in the area of languages, state the language and whether it is group 1 or group 2.)

Title of the extended essay: THE ROLE OF THE HOLOCAUST IN THE DEVELOPMENT OF THE DECLARATION OF HUMAN RIGHTS

Candidate's declaration

If this declaration is not signed by the candidate the extended essay will not be assessed.

The extended essay I am submitting is my own work (apart from guidance allowed by the International Baccalaureate).

I have acknowledged each use of the words, graphics or ideas of another person, whether written, oral or visual.

I am aware that the word limit for all extended essays is 4000 words and that examiners are not required to read beyond this limit.

This is the final version of my extended essay.

Candidate's signature: _____ Date: 06-02-2009

Supervisor's report

The supervisor must complete the report below and then give the final version of the extended essay, with this cover attached, to the Diploma Programme coordinator. The supervisor must sign this report; otherwise the extended essay will not be assessed and may be returned to the school.

Name of supervisor (CAPITAL letters)

Comments

Please comment, as appropriate, on the candidate's performance, the context in which the candidate undertook the research for the extended essay, any difficulties encountered and how these were overcome (see page 13 of the extended essay guide). The concluding interview (viva voce) may provide useful information. These comments can help the examiner award a level for criterion K (holistic judgment). Do not comment on any adverse personal circumstances that may have affected the candidate. If the amount of time spent with the candidate was zero, you must explain this, in particular how it was then possible to authenticate the essay as the candidate's own work. You may attach an additional sheet if there is insufficient space here.

This is an excellent topic which can be easily researched from a variety of sources. It is a 'workman like' piece of work that satisfies the requirements of the task of Extended Essay.

The analysis is weak so the connection between the Holocaust and the evolution of the Declaration and some of its content is not clearly established.

The oral interview reveals clear understanding of the topic, the nature of the Holocaust, other influences on the evolution of the Declaration etc. These aspects are not always clearly established in the essay itself.

The student is an ~~A~~ English A₂ candidate.

I have read the final version of the extended essay that will be submitted to the examiner.

To the best of my knowledge, the extended essay is the authentic work of the candidate.

I spent hours with the candidate discussing the progress of the extended essay.

Supervisor's signature:

Date: 4th February 2009

What is the role of the holocaust in the development of the Declaration of Human Rights?

Name of the candidate:

Candidate Number :

School name:

Supervisor:

Mark count 0.

ABSTRACT

Abstracts should be written after the essay is finished, and refer to what has been written. The past tense should be used.

This essay will introduce the creation of the Universal Declaration of Human Rights as well as by whom it has been drafted, its main objectives and the purpose of it. This essay is focused basically on how the holocaust contributed to the drafting of the document, mentioning times of the Nazi Germany, the ideology of people in the Second World War under Hitler's reign. The essay will explain Hitler's anti-Semitic beliefs and how his fight for a 'greater race' led to the discrimination, degradation and humiliation of an entire race of people. It will then explain what dehumanizing events took place throughout this regime. Furthermore, the essay will look into the Final Solution which led to the denial of most of the human rights of the bill. The essay will conclude with my opinion about the respect of the human being and how the Declaration of Human Rights defends it.

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the Abstract

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All elements present
but not clear (2)

Contents page

Abstract.....2

Introduction ?

DECLARATION OF HUMAN RIGHTS

-historical facts.....4- 5

-declaration's structure.....5

THE SECOND WORLD WAR

-Political situation of the Nazi Germany.....6

-racial politic.....7 -13

-SHOA: the denied rights.....13-15

CONCLUSION.....15

BIBLIOGRAPHY.....16

APPENDIX (declaration of human rights).....17



Introduction?

THE DECLARATION OF HUMAN RIGHTS

of what?

The declaration of human rights is a document signed from the General Assembly¹ on the 10th of December in Paris in the 1948. The commission who prepared the declaration of human rights was headed from ^{by} the wife of the president of the United States. Eleanor Roosevelt. She took 3 years to build it.

Is this the introduction?

if so it is too short

HISTORICAL FACTS

At the end of the second world war, everyone starts to look back and realize the horrors the war left, it made a huge material disaster but the moral disaster was even worse which was the violence made to the single right and to entire populations which caused many waste of humans lives. The war caused the extermination of Jewish population (and of other minorities such as gypsies, homosexuals, Jehovah's witnesses, and people with physical sicknesses).

There were atomic explosions which were the actual demonstration of the destructive power of humanity. " Never more" was the current statement which people start to use to get the maximum guarantee to have a peaceful

¹ The assembly was born from a conference of 50 countries, settled on the 25th of april in 1945 to cooperate for the peace and for a better life on the world after the war's catastrophe; later on the UN nominated a Commission for the preparation of an international document in which were written the fundamental liberties and rights for the humans.

✓
should use the words United Nations

✓

environment where the human rights were respected. The preamble's UNO statute states: << populations of united states, decided to save all future generations from the scourge of war that for 2 times brought huge problems to humanity, and reapprove the fundamental rights with dignity considering the value of all humans, looking for the equality between men women children of huge and small countries [...] >>

The importance of these words is that the respect of human rights is indispensable for the peace and for the survival of humanity.

*No PQ in introduction —
which is not called
an introduction*

DECLARATION'S STRUCTURE

The Declaration starts off with the preamble followed by 30 articles which state individual, civil, political, economical, social, and cultural rights of every single person. This document is based mainly on 4 important points. The first point is made of the "right of humans" which tell us about the right of equality. The second point state "rights which every single person has in relation with other social groups" for example the right of freedom within a country and out from it. The third point is the one which states the "political rights" which individuals can use them only for the formation of political organs through elections, for example the right to access to the public administration and also the right of freedom of thought and make assemblies. The fourth point is made of "rights within economical and

*A short
precis
of the
Declaration
is
attempted.*

social areas" which talks about the relations between work and production like for example the right to work and having a salary.

THE SECOND WORLD WAR

POLITICAL SITUATION OF THE NAZI GERMANY

New
goes back
to
Nazi
Germany!

When we talk about Nazi Germany we are referring to the political situation in Germany between 1933 and 1945 when there was the directorship of Adolf Hitler with his Nazi ideology².

The objective of the Nazi system was to control all the aspects of the society with an obsessive research for the racial, (Aryan , white) social and cultural purity.

source?

Nazi people accomplished their aims through persecutions towards people considered impure especially Jews people. These persecution killed the so called "unwanted" who were so many people during the last years of the regime from which 6 millions of Jews ,10 millions of Slovaks were killed. Jewish people use to call this genocide "Shoah"³ while German people called it "Endsolung"⁴.

source?

² The Nazi term is an abbreviation of the national socialism which was the party of the national socialist party of German workers, or in brief, Nazi party.

³ SHOAH in Hebrew means "destruction" or "desolation" .

⁴ ENDSOLUNG means "final solution".

THE RACIAL⁵ POLITIC

The racial politics took place in Germany between 1933 and 1939 and beyond. During these years the Nazi party became always more motivated about its ideals especially towards Jewish people. The Nazi ideology was based on a society divided in 2 categories: those who were part of the German community and those who were part of the history and culture of Germany. Jews, gypsies, and people with physical and morale handicaps were part of the second category. The Anti-Semitism⁶ was a phenomenon already known during the Nazi period, the Nazi party used the anti-Semitism to increase their supporters. Nazis accused Jewish people to have caused problems in Germany such as poverty, unemployment and also for having lost the First World War. Germans were also unhappy with the "Versailles treaty"⁷ which stated that the real potential European empires were

⁵ RACISM : a set of theories and behaviors based on the division of the humanity in "superior" races and "inferior" races. From the racist theories the biological heritage should determine, other than individual behaviors, also the development (cultural, political and economical etc.) of various group of societies. The racist conceptions believe that a superior race is the one who can build more "evolved" societies.

⁶ Anti-Semitism: aversion towards Hebrews, which can be translated into discrimination and persecution, often very rude and culminated during the 2nd world war in the genocide of millions of persons. The term anti-Semitism is born in the 1879 to design the ideology and the persecutor behavior towards Hebrews. The anti-Semitism ideology is based on a racist theory first formulated in France and in Germany during the XIX century, by which Aryan race would be, for physical and temper, much more stronger of the Hebrews. This theory is been very criticized for its scientific unsubstantial, but it spread out all over the world anyway especially through novels of a France diplomatic Joseph Arthur de Gobineau and the German philosopher Karl Düring. It was used to justify the civil and religion persecutions which Hebrews were submitted for centuries.

⁷ The Versailles treaty was signed at the Versailles palace in the 18th of January on the 1919. The trait was an introduction for the creation of the Society of the Nations. The main goal of it was to

where
are
these
definitions
from?

French and England. In 1933 were approved the first laws against Jews these weren't so horrible as the next ones. On the 1st of April of the 1933, Jewish doctors, shopkeepers, and lawyers were persecuted first. The 7th April the law of "the renovation of the public Administration" which excluded Jews from jobs for the government and the unemployment of all Jews who worked as a state employees and it kept them put from working as doctors, lawyers, judges and teachers. These laws were the exclusion of Jews from advantaged positions, reserved only for Aryan⁸ Germans. From that point on Jews people had to work in a low and humble position than before for people who were not Jews. The 2nd of August on the 1934 the President Paul Von Hindenburg died and he was substituted by Adolf Hitler who took the legislative and executive power without any opposition. The armed forces were loyal only towards the FURER⁹ and it permits Hitler to have more power on Jews who lived in Germany. After the famous night called "the night of long knives"¹⁰ the SS which was the personal guard of the Furer, became the dominant power of Germany. The SS, much more stronger than the ones before (SA), were very active on obey to the racial politic of Hitler which could improve their power over the government and German people, having also the full support of the army. On the 1935 persecution towards Jews were more stronger than the beginning. In that year, Jew people, were pushed away from the army

These
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a
narrative
of
some
aspects
of
the
treatment
of
Jews
in
Nazi
Germany

Source ?

manage all conflicts between Nations before the war was going to happened. In the results there were also losses of colonies and territory for Germany.

⁸ Aryan race: "pure race" (in German "arische Rasse) is the racial group to which all Indo-European populations belonged.

⁹ furer: German word which means "leader" or "guide", it was a title which Adolf Hitler gave to himself.

¹⁰ KRISTAL'S NIGHT: in German (nacht der langen messer, 29-30 June 1934)

these
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have
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in
essay text.

and the Nazi propaganda against Jews took place, in fact people starts to put posters on the doors with write "off limits for Jews" on them.

The 15th September of the 1935 were established the laws of Nuremberg which were based on racial discrimination towards the Jews community about data considered from German "scientific".

What did they introduce?

People with four German grandpas were considered "German blooded", however people with only three Jew grandpas were considered Jews. Those who had only one or two Jew grandpas were considered "mixed blooded". Slovaks were not assessed by their descendants but instead were assessed according to their religious beliefs:

One of the laws of Nuremberg was "for the protection of the German blood and its honor"¹¹

The pure race was the Aryan one and one of the main goals of these laws was to prevent contacts from other "races", in fact it was banned marriages between different races, the ones who existed already were cancelled., it was banned extra relationships between Jews and Germans of "German blood", and young girls or women couldn't work as domestics in to houses of German for don't run the risk to getting pregnant of children of impure race.

Narrative is continued ✓

No references to sources

¹¹ Established on the 15.09.1935.

Another law was the one of " citizenship of the Reich"¹² who denied Jews of the German citizenship. Jews were considered citizens of Germany never more, and this took them all the German rights off including the right to vote ; these missed right was the beginning of the genocide.

In 1936 Jews couldn't work all kind of jobs, so they couldn't influence the politic, schools , and industries.

the
essay

On the 1937-1938 were established new laws which financial penalize Jews because of their origins. From the 1st march 1938 the German govern didn't had contacts with Jew enterprise any more. On the 12 November of the 1938 was stated the "writ for the exclusion of Jew from the German economy" which forbid Jews on having own shops ,to commerce or to offer industrial materials , so Jews lost all their commercial activities and all main controls from their enterprises. This situation make them lose rights as human beings and the separation from German people was more emphasized.

continue
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situation
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The 30th of September of the same year only "Aryan" doctors could take care of "Aryan" Germans; the cures for Jews were forbidden already from the law which says "Jews cannot work as doctors, lawyers...." . always in the same year ,in august , Jews were forced to add "Israel" (for men) and "sarah" (for women) in front of their name and the 5th of October it was established the laws "for the passport of Jews " which states all Jew passports were not valid any more, and they had to be

Jewish
people
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¹² Established on the 15.09.1935

Sources ?



given to the German authority which printed them a "j" which stood for "JEWISH".

Moreover Jew children couldn't be part of public schools any more.

In November of the 1938, a young boy of Jew origin, from who the authority exiled his parents from Germany, shoot to a German diplomatic and from that episode, Hitler started its restrictions towards Jews in Berlin. During that night called "the Kristal 's night" , all the SS predated Jew shops of the city ,destroying all the glass-doors and set fire on synagogues. In that night many Jews lost their lives and many of them were taken to concentration camps just prepared for them.

The prisoners were took to those camps through trains used for the transportation of animals like in beef cattle and this increased their humiliation and other uncomfortable to the "unwanted".

Germans made lists of all the victims who were arrested and taken to the concentration camps.

Concentration camps were spread out in all Europe , Germany included ,many prisoners died from all the experiment which Aryan doctors tried on them. Some of those camps were used only for the genocide, only a little sample of victims was kept alive to manage corps.

While in other camps was practiced not only the genocide but also slave work like in the famous concentration camp of Auschwitz. When prisoners arrived to those camps, were dressed up with a thin military coat which it wasn't really good for the winter (prisoners could change their clothes after a long period because there wasn't any possibility to wash themselves and this is the reason of the many epidemic diseases such as malaria ,like typhus and scab), they were forced to

No sources and ¹¹ the narrative is
continued.

add colored triangles on their military coats which indicate the crime they were there for, Jews had 2 triangles overlapping each other to make the David star with the word "Jew" wrote on it.

There were 2 groups those too weak to work were immediately killed in the gas-rooms (which seemed showers) and their bodies were burned , while the others were employed as slaves for the industries settled over around the camp. Some prisoners were forced from Nazi take care of corps and work on them like take gold teeth off ,cut their hair (because they were shaved before to step in the gas-rooms), which were then recycled. And anyway those who could have the possibility to work, they did it in very inhuman ways which got them sick or died after a short time.

Many sick person weren't accepted to the hospital because it was too crowded , and because of this , the SS doctors started to make selections periodically, between sick person and convalescents and also for interned people who lived in other blocks and these ones were killed. during the time of the dispatch Germans had constantly 3 problems to manage: combining Jews all the time, organize the transportation of million persons to concentration camps for the genocide , and find out more efficient ways to kill people in a big bunch at the same time(group dispatch).to kill people more fast they tried to give them any kind of poison from poison with carbon monoxide(Germans used to put Jews inside vans and they linked the discharge of the engine to the inside of those vans) to the gas Zyklon

B¹³ which was used through normal showers. victims died from it for asphyxia in 10-

¹³ Prussic acid.

Sources ?

No focus , no citations¹² no sources, no analysis ✓

15 minutes. Germans tried also to save up ammunitions. In addition to the group dispatch , Nazi conduct many medical experiment on prisoners, children included.

Victims of concentration camps live in a climate of oppression and fear of the death, some of them had the courage to escape, but whoever didn't make it to escape was killed by the SS and was also killed whoever help people to escape. In January of the 1945, when Russian army went to Cracow, Auschwitz was cleaned up. All of those who could walk were forced to walk away to other camps. In that occasion every time someone tried to stop walking, many people were killed millions men women and children were shot. Only a few could get to the next camps and in a very horrible conditions . in the 27th of January of the 1945 the Russian army came in Auschwitz saving hundreds of persons who of human they had very little and giving hundreds of people killed. Auschwitz now is it will be forever the symbol of Nazi's madness. We exactly know what happened in Nazi areas only after the war , since so many records of executions were recorded. Nazi also give us a huge documentation on what happened in concentration camps (written and photographic) plus the direct testimony left from survivors left. One of those survivors was Primo Levi an Italian writer who was deported to Auschwitz and he was still alive in the camp, who tell us his imprisonment through pages of his book "if this is a man"¹⁴ . in that book the attention is focused on human being , to

A
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1945

Page ?
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¹⁴ From the prologue of the book: IF THIS IS A MAN by Primo Levi. "you who live safe in your warm houses, you who find, returning in the evening, hot food and friendly faces: consider if this is a man who works in the mud who does not know peace who fights for a scrap of bread who dies because of a yes or a no. consider if this is a woman, without hair and without name with no more strength to remember, her eyes empty and her womb cold like a frog in winter. Meditate

all of his humiliated and denied rights, the responsibility in front of himself and in front of the entire humanity, in another book called "The drowned and the saved" Primo Levi tell us the constant desire of prisoners to go back home ,and tell to everyone what happened to them and the fear of if someone would refuse to believe what they said for the humiliating persecutions they lived everyday in those camps. In addition we had to wait long before someone started to tell us these stories because the fact of remember and tell all of what they passed in those camps were painful memories. After the war all Nazi were condemned from a trial of Nuremberg for crimes towards the entire humanity.

Key
Nazi who were responsible for the Jewish persecution.

SHOAH: THE DENIED RIGHTS

The Shoah experience was terrible and it is not comparable to other genocides happened during history ,because the negation of the fundamental human rights of an entire population never happened before. The Declaration of Human Rights is very important and meaningful since it's a change of the past for the future, between what happened and what it will happen, between a period of negation of human rights and when there will be the respect of the human dignity, so no

well?
This could be argued

that this came about: I commend these words to you, carve them in your hearth at home, in the street ,going to bed, rising; repeat them to your children, or may your house fall apart ,may illness impede you, may your children turn their faces from you"

✓

one will forget about this genocide and will run the same way of such terrible experiences in the future.

not clear

who?

In the Declaration of Human Rights are guaranteed all the right denied during the persecution from Nazi. The United Nations has to spread and teach the Values of these principles in the declaration and create a new time of respect towards rights that a human has. The declaration is a way to understand that we can learn from mistakes of the past for don't do once again the same mistakes. The declaration contains words such as "liberty", "equality", "fraternity" and universality of human rights" without any discrimination of race, sex, langue, religion, and social conditions. In the declaration ,men is seen either in his materiality either in his spirituality and we can understand how the personal freedom, the integrity of the body and his respect are the main elements of the declaration's basics on human rights which their negations will be a violence.

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persecution

There's a need of a moral protection for every individual, to defend the intimacy of life, the domicile, though, residence freedom. The declaration also cared about the legal protection of a person, it's known the legal personality of the individual in every place, freedom of movement and residence in every state is guaranteed. Other principles are those of the citizenship, equality in front of the law without any discrimination, and the right of having a process and of being always innocent unless crushing proves are against you. These articles were been written to improve the consideration which the states have towards the human person, to improve his protection during the legal, civil and penal processes. It's established the freedom

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Unfortunately
a Declaration does
not make this possible

of thought, religion, opinion, talk, and association. No one can be treated as a slave and submitted to tortures or to degradable detentions, and no one can be unjustly arrested or exiled. It's established as well that everyone has the right to have a nationality, get married, be in possess of properties, be part of the govern of the own country, to work, receive a good salary, have rest and free time, have an education.

CONCLUSIONS

Winning human rights is anticipated from a long period of fights and distresses, and no one can forget how many millions of people are dead to who are been denied fundamental rights. Before to talk about rights we should talk about the respect of a person. Everyone has to give respect to everyone without depending on religion of what kind of politic party he is and so on. From the respect of the person, rights born which are the start on which we can build peace and a civil cohabitation; without the recognition of these rights there are not basics on which we can peacefully solve fights that we will have in the future. And we could have other wars.

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the essay

From the 1948, almost 200 nations recognize the Declaration and they are trying their best to improve the universal respect and make people respect each right. I think the only defect of the declaration is that nothing is wrote about the detention who doesn't respect it. There's only this warning: "recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world".

to how
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perhaps
inspired
the Declaration

Very impressionistic. Lengthy description of the holocaust and general description of the declaration of human rights. No real research question posed. Lack of references other than internet sources and sources not referenced in the body of the paper. Argument faint.

A weak essay; little focus or analysis, only one reference to a source - form

quotation - that had no page number -

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no indication that these

frimo Levi ?

✓

appendix: Declaration of Human Rights

PREAMBLE

Now therefore,

The General Assembly

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

1. Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

2. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All

are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.

2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.

2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.

2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

2. Marriage shall be entered into only with free and full consent of the intending spouses.

3. The family is the natural and fundamental group unit of society; and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.

2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.

2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

2. Everyone has the right to equal access to public service in his country.

3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

2. Everyone, without any discrimination, has the right to equal pay for equal work.

3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Assessment form (for examiner use only)

Candidate session number	0	0							
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Assessment criteria		Achievement level		
		First examiner	maximum	Second examiner
A	research question	0	2	0
B	introduction	1	2	1
C	investigation	1	4	1
D	knowledge and understanding	1	4	1
E	reasoned argument	1	4	1
F	analysis and evaluation	1	4	1
G	use of subject language	2	4	2
H	conclusion	1	2	1
I	formal presentation	1	4	1
J	abstract	1	2	1
K	holistic judgment	1	4	1
Total out of 36		11		11

Name of first examiner: _
(CAPITAL letters)

Examiner number:

Name of second examiner: _
(CAPITAL letters)

Examiner number.