



MARKSCHEME

May 2003

HISTORY

Higher and Standard Level

Paper 2

Topic 1: Causes, practices and effects of war

1. What were the most frequent causes of twentieth century wars? Specific evidence from at least *three* wars should be used.

Candidates need to indicate the most frequent causes of twentieth century wars and give specific evidence from the wars in which each cause was involved. They should also analyse why the causes were so prevalent in the twentieth century. Some causes to include would be:

- nationalism, wars to use as examples could include both world wars, Balkan wars, wars of decolonization, Arab-Israeli wars; various suggestions for twentieth century nationalism could be suggested such as its use or misuse by rulers or would-be rulers, as a political tool, as a result of the decline of imperial powers, *etc.*
- aggression and the wish for conquest, *e.g.* Mussolini's invasion of Abyssinia, Japan's invasion of Manchuria, Hitler and the Second World War. The reasons for aggression by rulers and states need to be discussed.
- fear, this could account for some participation in both world wars, Arab-Israeli wars, Korea and Vietnam, and is often a factor in war and politics.
- religion, Arab-Israeli wars, an age old cause often used as a cover.
- East West rivalry or Cold War politics, *e.g.* Korea and Vietnam.

The above are some suggestions. No doubt others will also be used, and some candidates will tackle the question by selecting three wars and discussing the causes.

[8 to 10 marks] for a mainly narrative account of the causes of three wars.

[11 to 13 marks] for causes of three wars with assessment of their importance and frequency.

[14 to 16 marks] for answers structured around causes with specific examples and analysis.

[17+ marks] for answers with detail, insight and perceptive comments.

2. In what ways, and to what extent, was the Second World War “total war”?

Candidates need to give a definition of “total war”, such as a war in which all the nation's resources economic, financial, human and ideological are mobilized in the war effort in order to win. This could be argued as true of Britain, Germany, Japan and USSR, but not USA. Specific details should be given of the areas listed, and an assessment made on “to what extent”.

In the past answers have tended to be too general with insufficient detail on vital areas such as conscription, direction of labour and resources, legislation curtailing freedom of action *etc.*

[7 marks] and below for unsubstantiated generalizations.

[8 to 10 marks] for descriptions of some of the above.

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

[14 to 16+ marks] for specific coverage of most or all of the relevant elements.

3. How and why did technological developments play an important part in twentieth century wars?

The twentieth century probably saw the greatest changes in warfare in history, because of the century's technological revolution. "How" – would cover the changes in fighting methods, on land, sea, and in the air, with transport and weaponry developments, both offensive and defensive, which led to different tactics and strategies. "Why" – would cover the reasons for development and changes, research, resources, transference of peace time inventions to weapons of war, *etc.*

There are many ways to tackle this open-ended question, but selection and focus, as well as detail and analysis are necessary for good marks. Of course the point could be made that in some areas, such as in guerrilla warfare, much remains the same.

[7 marks] and below for inadequate general answers.

[8 to 10 marks] for descriptions or narratives of key changes.

[11 to 13 marks] for focus on how and why with specific examples.

[14 to 16 marks] for structured analytical answers which explain changes.

[17+ marks] for insight and perception.

4. Analyse the causes and results of *one* of the following: Chinese Civil War (1945–1949); Mexican Revolution (1910–1940); Spanish Civil War (1936–1939).

Candidates need to analyse the following types of causes, where applicable, in relation to the war of their choice: political, ideological, economic and social, religious, outside interference. Details of the war are not required, and the dates covering the actions are given. Results might include the winner, the regime that followed, the state of the country at the end of the conflict, the position of the losers and any wider issues, *e.g.* for the region or the world.

[8 to 10 marks] for narratives of the main causes and results with implicit analysis.

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

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

5. **“War causes more suffering to women than to men.” “War liberates women.” Using evidence from at least *two* wars explain which statement you consider is more appropriate.**

These two quotations are meant to stimulate discussion and analysis on the position, fate *etc.* of women during twentieth century wars. Of course there could not be a correct or a definitive answer, and able candidates should recognize that much depended on the nature of the war and the country in which women were living. It is hoped that only those candidates who have studied gender issues will attempt this question.

[7 marks] and below for a series of general statements about women in wartime.

[8 to 10 marks] for some specific accounts and comments on women and wars.

[11 to 13 marks] for answers that make a genuine attempt to discuss the quotations.

[14 to 16 marks] for informative and analytical answers based on wartime suffering and progress to equality resulting from some wars.

[17+ marks] for insight, perception and appropriate conclusions.

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

6. Why and with what results, did independence movements in colonial non-European states increase in the first half of the twentieth century?

Reasons for the increase of independence movements between 1900 and 1950 could include the growth of education, participation in local government and political awareness in colonies, participation in two world wars which weakened colonial states financially, economically and psychologically, and at the same time increased the self-esteem of those colonial soldiers who fought in the wars, the work of independence leaders such as Gandhi, the general revulsion against imperialism after the Second World War, especially with the foundation of the United Nations.

Results could include the policies of colonial countries such as Britain to grant independence, *e.g.* India, Pakistan and Sri Lanka, the demands of former colonies captured by the Japanese for freedom, *e.g.* Indo-China, and the resultant war with France, and developments in Africa such as the beginning of Mau Mau, or Algerian nationalism.

If only reasons or only results are mentioned mark out of **[12]**.

[8 to 10 marks] for narratives of some independence movements, with at least implicit attention to why, and results.

[11 to 13 marks] for answers that address why and results with adequate specific details.

[14 to 16 marks] for balanced analytical essays.

[17+ marks] for perceptive treatment of both parts.

7. Analyse the methods used to obtain independence in *one* of the following: Algeria; Indonesia; Kenya.

Algeria was promised political participation in 1947, but this was not implemented. Armed rebellion took place 1954 to 1962, and independence was granted in 1962.

The Indonesian National Party was formed in 1927, opposed by the Dutch, and mainly collaborated with the Japanese. It proclaimed independence in 1945. The Dutch tried to regain control, fighting occurred, and the Dutch were forced to grant independence in December 1949.

Kenya was given some local political participation in 1934, but power remained in the hands of the whites. Jomo Kenyatta led the movement for independence. The country was torn by violence with the Mau Mau, 1948 to 1956. A state of emergency continued until 1960, a multiracial constitution was introduced in 1961, political parties established and self-government granted in 1963.

Whichever state is chosen the methods should be examined and explained.

[8 to 10 marks] for narrative accounts of obtaining independence.

[11 to 13 marks] for more explanation and assessment of the methods employed to obtain independence.

[14 to 16 marks] for structured analytical essays focused on methods.

[17+ marks] for another dimension, for example different interpretations.

8. In what ways and to what extent did *either* left wing *or* right wing ideology play an important role in the formation of *one* new twentieth century African *or* Asian state?

This will probably not be a popular question, but candidates could choose from various Asian and African states that have been studied. Details will of course depend on the selection. Either ideology could produce a totalitarian state, or at least a one party state with much state control. Foreign policy as well as domestic issues could be relevant.

The consideration of “to what extent” will also require examination of the elements that do not fit the ideology.

N.B. Make sure it is a valid new state, that is, one that obtained independence in the twentieth century – and is in Africa or Asia.

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

[11 to 13 marks] for better focus on the ideology and its basis in the government.

[14 to 16+ marks] for structure and focus on how the state conforms to, and how it differs from, the selected ideology.

9. What were the main problems facing *either India or Pakistan* in the ten years following independence in 1947 and to what extent were they solved?

Both India and Pakistan gained independence in 1947, and both suffered from similar problems: religious communalism, extreme poverty, and other economic difficulties. They also had to decide which type of constitution/government to adopt. In addition India had the problem of the princely states and Pakistan was split into two geographical regions; they were also in dispute over Kashmir.

Nehru was prime minister of India throughout the ten year period and he established a relatively strong central government, and controlled the civil service and the military. He adopted a non-dogmatic form of socialism, with state directed economic planning and non-alignment in international affairs. Poverty remained.

Pakistan's founder, Jinnah, died in 1948, and the country suffered from political instability. There were serious divisions within the Muslim community as well as extreme poverty and other economic and religious issues.

[8 to 10 marks] for narratives of the chosen country, with implicit problems and solutions.

[11 to 13 marks] for better details of, and focus on, problems and attempted solutions.

[14 to 16 marks] for answers focused on problems and how successfully they were tackled.

[17+ marks] for perceptive analysis or different interpretations of problems and successes.

10. How and why did the role and status of women change after independence in *one* new African state and *one* new Asian state?

“How” – could include improvement or deterioration in standards of education and healthcare for both women and their children, training and job opportunities, political participation, and the status of women within the family and the state. “Why” – demands an explanation of the reasons for changes, *e.g.* government or religious laws.

[7 marks] and below for general comment on unspecified areas.

[8 to 10 marks] for descriptive answers.

[11 to 13 marks] for adequate detail and attention to how and why.

[14 to 16 marks] for essays that address how, why, role and status, within a focused analytical answer.

[17+ marks] for acute perception or different interpretations.

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

11. **“In order to achieve and retain power a leader of a single party-state needed to be ruthless, blind to human suffering and yet charismatic.” To what extent do you agree with this assertion?**

The question is phrased in the singular, so accept a thorough analysis of one single-party state ruler, or answers which draw on several to illustrate the named attributes. These attributes, ruthless, blind to human suffering and charismatic, are meant to provide a framework for a focused answer. Of course candidates need not agree with them all, or indeed any of them – as long as they do discuss them. This should be a popular question as it includes “rise”, and many will no doubt see Hitler, with his ruthlessness *e.g.* against the Jews, in the Night of the Long Knives, and aggressive foreign policy, blindness to suffering in terror, and concentration camps, and charisma, with his speeches and rallies, as an ideal choice for their answer to this question.

If only rise or only rule is addressed mark out of **[12]**.

[7 marks] and under for vague general answers.

[8 to 10 marks] for narratives of the rise and rule of one ruler with implicit attention to the quotation.

[11 to 13 marks] for answers focused on the quotation.

[14 to 16+ marks] for focused analytical essays which also implicitly or at the top explicitly, address “to what extent?”

12. **Account for the rise to power of *one* of the following: Castro; Mussolini; Nasser.**

Which ever ruler is chosen candidates need to examine the circumstances and weaknesses of the previous regime, assess the character, leadership qualities, policies and actions of the would-be ruler, and show how and why he gained support. The answer need go no further than the date when the ruler achieves power, although some may continue until his position is considered secure.

Suggested years to cover fully are: Castro 1953 to 1959; Mussolini 1918 to 1922; Nasser 1948 to 1954. As well as these years some introductory material on the previous regime will be required.

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

[11 to 13 marks] for more explicit accounting and assessment.

[14 to 16 marks] for focused, analytical and structured answers which clearly account for the rise to power.

[17+ marks] for insight and perhaps different interpretations for the ruler’s success.

13. Compare and contrast the economic and social policies of Mao and Stalin.

For comparison of economic policies, both recognized that their countries were economically backward and introduced 5 Year Plans, Stalin in 1928 and Mao in 1952. The emphasis of both was on state directed growth of heavy industry. Both were concerned with increasing the output of coal, steel and petro-chemicals. Both undertook projects to impress, *e.g.* Stalin the new town with factory complexes at Magnitogorsk and Mao a vast road and rail bridge across the Yangzi. Both followed policies designed to increase the industrial workforce. In agriculture both implemented collectivization as a means of introducing new methods and machinery, and both policies produced famines.

In contrast, Stalin introduced and continued with 5 Year Plans, which were developed in time to include some consumer goods. Mao followed the Soviet model at first then – partly because promised Soviet aid turned out to be loans and exploitation – went his own way such as the Great Leap Forward. Mao was more concerned with the peasant population, and agriculture, *e.g.* his 8 point agricultural constitution of 1958.

For both, social policies included compelling acceptance of their form of Communism and their personal rule and direction, with the use of propaganda and terror. Education and training was encouraged, but for the benefit of the regime not the individual. Youth in both USSR and China was used to sustain the regimes *e.g.* Stalin’s Communist youth movement and Mao’s Red Guards. In contrast Stalin’s policies were more consistent with his control of the media, arts and culture. Mao used his own “philosophy”, expressed in his “Red Book”, and tried to control the social life of China with campaigns and revolutions, *e.g.* the Hundred Flowers Campaign and the Cultural Revolution.

[7 marks] and under if only Stalin or only Mao is addressed.

[8 to 10 marks] for end-on accounts with implicit comparison.

[11 to 13 marks] for more specific details and explicit comparison and contrast.

[14 to 16+ marks] for comparative structures with appropriate details and comments.

14. In what ways, and for what reasons, did the aims and policies of two or more right wing rulers of single-party states differ?

The question does not specify the number of rulers to use as evidence, but obviously at least two are required. An answer based on, for example, Hitler and Mussolini would be acceptable. Franco and Perón could also be popular choices.

For the first part “in what ways”, candidates need to explain the aims, what the rulers wanted to do, and their policies – domestic and foreign – how they were trying to implement their aims with these policies. Specific details will of course depend on the rulers selected.

The second part – why the aims and policies differed – could probably be successfully tackled by considering the character/personality of the ruler, his support base, and the history and/or nature of the country he is ruling.

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

[7 marks] and under for vague generalities with no reference to specific rulers.

[8 to 10 marks] for narratives of say two rulers with implicit differences and reasons.

[11 to 13 marks] for better focus on different aims and policies and explicit reasons for them.

[14 to 16 marks] for clearly structured answers with explanation and analysis.

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

15. Examine the role of education *and/or* the arts in *two* single party states each chosen from a different region.

A straightforward question which requires an examination of the role of education *e.g.* its forms, purpose – for the individual or for the state, to increase knowledge or prevent dangerous learning – *etc.*, and likewise an examination and explanation of the expected role of the arts – to promote and popularize the regime. How far were the arts controlled, how did this inhibit their development? All forms of the arts would be relevant. Nazi Germany and Mao’s China should be well known.

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

[8 to 10 marks] for descriptive, perhaps unbalanced answers.

[11 to 13 marks] for better examination and focus on the role of both.

[14 to 16+ marks] for well structured analytical and balanced answers focused on the “role” of education and the arts.

Topic 4: Peace and Co-operation: international organizations and multiparty states

16. Examine critically the structure and organization of the League of Nations.

The League of Nations was an organization set up in 1919 to preserve peace and settle disputes by arbitration. Its constitution, known as its Covenant, consisted of 26 articles. It was adopted by the Paris Peace Conference and written into all the peace treaties. It bound members to respect each other's independence and territorial integrity and to protect them against aggression. Disputes were to be referred to the League for arbitration, and only if a settlement had not been reached peacefully after nine months were the nations to resort to force. (The League had no army.) Sanctions were to be applied to nations in breach of the Covenant.

The League's headquarters were in Geneva, and its first secretary was Sir Eric Drummond. The League Council consisting of fifteen members (permanent and temporary), met three times a year, and the full assembly met annually: decisions had to be unanimous.

Criticism of this structure such as the lack of an army, problem of imposing sanctions, the required unanimity *etc.* would be necessary for a good mark.

[8 to 10 marks] for descriptions of some of the League's main features.

[11 to 13 marks] for fuller details and some critical examination.

[14 to 16+ marks] for critical and structured examinations of the League's constitution and organization.

17. What were the main aims of *one* international organization and how successfully were they carried out?

No doubt the majority of candidates who opt for this question will select either the League of Nations or the United Nations (of course any other suitable international organization would be acceptable). They should cover political, ideological, economic, humanitarian and social aims. If either the League or the United Nations is chosen, an appropriate structure would be to divide aims into keeping the peace, and improving the social, economic and working life of humanity. Candidates then need to discuss how this was attempted through the constitution, organization and special agencies of the League or the United Nations. They then need to assess the success or failure of the actions, and reach a conclusion as to how well the aims had been achieved or fulfilled.

[7 marks] and under for short general answers that do not address aims and their fulfilment.

[8 to 10 marks] for narratives of the working of the organization with implicit judgment.

[11 to 13 marks] for answers that address adequately both aims and success.

[14 to 16 marks] for clear focus and analysis of aims and fulfilment.

[17+ marks] for answers that, for example, also understand the difficulties faced in implementing aims.

18. To what extent was Nelson Mandela responsible for the transition from apartheid to democracy in South Africa by 1995?

This question covers both the work and leadership of Nelson Mandela before, during and after his imprisonment, which played an important part in the transition from apartheid to democracy in South Africa, and other reasons for this change. The syllabus ends in 1995, but later material added as a conclusion could be credited.

Relevant details could include: Mandela as leader of the ANC; his imprisonment in 1962, and influence in and through prison; his release in 1990, persuasion of the ANC to suspend the armed struggle, and his part in constitutional negotiations, 1990 to 1994; his election as president in South Africa's multiracial elections in 1994. His early work as president could conclude the answer.

To what extent could cover the efforts of F W De Klerk, who with Mandela was awarded the Nobel peace prize in 1993, the work of the Progressive Party over many years, and foreign condemnation.

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

[11 to 13 marks] for more specific details and explicit assessment.

[14 to 16+ marks] for answers that focus on the transition from apartheid to democracy, and at the top end address "to what extent".

19. Analyse the domestic policy of either Nehru’s government in India (1947–1964) or F D Roosevelt’s government in the USA (1933–1945).

The question asks for an analysis of domestic policy, but the effects of external affairs on home affairs, for example the Cold war for Nehru, and the Second World War for Roosevelt could be made relevant.

Material for Roosevelt should include his treatment of the depression with his “New Deal”. The first New Deal 1933 to 1935 sought financial recovery and unemployment relief. The second New Deal 1935 to 1939, concentrated on social security for the working population and on protecting small farmers. There was a conflict between the Administration and the Supreme Court, 1936 to 1937, but work was found for 10 million unemployed. War placed strains on the US economy, but also provided opportunities. Government spending sparked economic growth, but heavy borrowing was necessary. Congress granted wide emergency powers to the president.

Nehru inherited many problems at independence, and perhaps underestimated the strength of religious feeling and religious divisions, but he was able to rationalize Hindu laws. His economic policies were based on state direction of a mixed economy, and his non alignment meant that he could accept aid, trade *etc.* with any state, but poverty persisted. He was a strong political leader and determined that the Congress Party should rule the country. He also maintained firm control over the military and bureaucracy. His political ideology was a non-dogmatic form of socialism.

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

[11 to 13 marks] for appropriate specific details of domestic policy and some explicit analysis.

[14 to 16 marks] for sound, well structured analytical essays.

[17+ marks] for perceptive analysis, or different interpretations, or a realization of the difficulties faced.

20. In what ways and to what extent have two multiparty states, each chosen from a different region, improved the welfare of their people?

Welfare could include education, training, social legislation, healthcare, welfare measures and pension provisions. Candidates need to explain the adequacy/success of the measures, and point out failures or gaps, in order to satisfy “to what extent”.

If only one multiparty state or one region is used mark out of *[12]*.

[7 marks] and under for non-specific general answers.

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

[11 to 13 marks] for adequate detail of “ways” in which welfare was improved and some consideration of ‘to what extent.’

[14 to 16+ marks] for structured relevant answers with specific details and consideration of “to what extent”.

Topic 5: The Cold War

21. How and to what extent did the conferences at Yalta and Potsdam (1945), contribute to the origin of the Cold War?

This question has three demands, actual disagreements at the conferences, problems that arose out of decisions taken there, and a judgment on “to what extent”. In the latter part, candidates could also record briefly other causes of the Cold War.

Yalta, attended by Churchill, Roosevelt and Stalin took place 4 to 11 February 1945. It was both the high watermark of the wartime coalition and the beginning of serious disagreements, over the composition of the United Nations, the shape and government of Poland, the division of Germany, and reparations. The cracks were largely papered over, but disagreements re-emerged later.

Potsdam took place 16 July to 2 August 1945. Stalin and Truman attended throughout, but Churchill withdrew and Attlee (who was there) took his place. The US possession of the atom bomb was announced, and unsatisfactory decisions on Germany – boundaries and reparations, Polish frontiers, and Soviet participation against Japan were concluded. Again they caused disagreements later.

[7 marks] and under for short general causes essays, or for those who deny the importance of the conferences without discussing them.

[8 to 10 marks] for narratives of Yalta and Potsdam with implicit assessment of their part in the origin of the Cold War.

[11 to 13 marks] for answers that consider how the conferences caused disagreements between the powers, then and later.

[14 to 16 marks] for focus on the conferences’ part in the origin of the Cold War.

[17+ marks] for understanding of the conferences’ importance in the origin of the Cold War, and a verdict on “to what extent”.

22. “Although it began in Europe the spread of the Cold War to other regions was a much more dangerous development.” To what extent do you agree with this judgment?

This question is designed for those students who like to consider/analyse a broad sweep of history. There is of course no right or wrong answer, and those who produce thoughtful and perhaps original essays, backed by specific details, should score well.

Some areas that might be considered are: the nature of the early Cold War in Europe, and how dangerous it was; when and why it spread: US policy in Europe – perhaps as the beginning of the spread to other regions; the danger of the US containment policy; the nature of USSR involvement in Korea and Vietnam; the danger of Chinese involvement; the meaning and danger of the Cuban Missile crisis.

The above are some suggestions. Do not expect all of them; an answer that tries to incorporate the whole area will lack depth and not score well.

[8 to 10 marks] for narratives of some Cold War events with implicit focus on the quotation.

[11 to 13 marks] for more explicit focus on the quotation.

[14 to 16 marks] for planned thoughtful answers which explain their views.

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

23. How and why did the policies of *either* the USA *or* the USSR affect superpower rivalry between 1950 and 1970?

The period 1950 to 1970 includes the following: Korean War (1950–1953); expansion of NATO; Warsaw Pact; Geneva Conference 1955; Hungary and Suez 1956; Berlin Wall 1961; Cuban missile crisis 1962; Partial Test Ban Treaty 1963; Vietnam War (began 1965 continued to 1973); Prague Spring 1968; Brezhnev Doctrine 1968; non-proliferation Treaty 1968; rioting in Poland 1970.

Candidates need to explain how and why some of the above fitted into or were affected by, either US or Soviet policy. The question ends with the Vietnam War still continuing. Candidates could refer to its end or to SALT1, on which talks began in November 1970, in their conclusions.

[8 to 10 marks] for narratives of some of the above with implicit attention to policies of their chosen superpower.

[11 to 13 marks] for answers which address both policies and their impact on Cold War developments and rivalry.

[14 to 16 marks] for exact focus on and analysis of policies and their effect on the Cold War.

[17+ marks] for perceptive insight and perhaps different interpretations.

24. In what ways were gender and social issues affected by the Cold War?

Candidates need to consider how women were affected, *e.g.* how their status and position improved or deteriorated because of the Cold War. Any country affected by the Cold War could be used. Social issues could include education, health, employment, the arts, religion, foreign aid – received or given. Anti-war movements or propaganda could also be relevant.

[7 marks] and under for sweeping general assertions.

[8 to 10 marks] for descriptive answers with some specific evidence.

[11 to 13 marks] for specific details and a balance between gender and social issues.

[14 to 16+ marks] for detailed specific and analytical case studies.

25. Assess the importance of détente *and* internal opposition to Communist rule in Communist countries, in ending the Cold War.

There are two distinct parts to this answer which can be treated together or separately. Some candidates may offer an opinion as to which was more important for ending the Cold War, but the question does not demand this.

The term détente is usually applied to improved relations, beginning November 1969, when the SALT talks began. These ended in agreement on arms reductions in May 1973. Further talks began in 1974, and another agreement was reached in 1978. However tension then increased with the build-up of Soviet arms and their invasion of Afghanistan. Tension decreased significantly with Gorbachev's policies of glasnost and perestroika.

Internal opposition took three forms, actual revolts as in Hungary, Czechoslovakia and Poland, opposition movements, partly ideological and partly economic, such as Solidarity (formed 1980) in Poland, and general discontent with Communist rule because of the lower standard of living, poverty, dearth of consumer goods *etc.*, compared with the West. USSR could be included, especially in this third section.

[8 to 10 marks] for narratives of some of the above, with implicit assessment.

[11 to 13 marks] for better details and explicit assessment.

[14 to 16+ marks] for focus on détente and opposition with specific evidence, assessment, and balance between the two parts.

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

26. “No twentieth century religious conflict was caused only by religion.” To what extent do you agree with this statement?

Candidates need to select one or more conflicts/wars that are usually designated as religious conflicts, and analyse the causes, deciding to what extent the causes were religious, and to what extent there were non-religious causes. Two well known areas would probably be the Arab-Israeli wars, and the long and continuing conflict in Northern Ireland. In both these conflicts, nationalism and economic factors were also important.

[7 marks] and under for general assertions with no specific named conflict.

[8 to 10 marks] for narratives of one or more conflicts with implicit assessment of the quotation.

[11 to 13 marks] for focus on and assessment of the quotation.

[14 to 16+ marks] for specific detail, appropriate structure and balanced judgment.

27. For what reasons, and with what results, did religious persecution take place in *two* countries each chosen from a different region?

Candidates need to select two countries from different regions and explain why religious persecution took place, and what the results were for both the oppressors and those that were oppressed. Political, economic, social, ethnic factors, as well as religion, both as reasons for persecution and results of persecution would all be relevant.

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

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

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

[14 to 16+ marks] for structured analytical answers focused on reasons and results.

28. Assess the methods used to try to obtain equal rights *and/or* self determination by *two* ethnic *or* racial minorities.

Equal rights suggests equality before the law, and of education, employment, and political status. Self determination means the right to their own state. Methods tried could be economic, legal, peaceful, *e.g.* non-cooperation, violent, *e.g.* guerrilla warfare or terrorist activities.

If only one minority is referred to, mark out of **[12]**, and note that “women” as such, are not a minority, although a woman who belongs to an ethnic, racial or religious minority is part of this minority.

The methods should be assessed to decide if they were the most suitable for the situation, as well as for their success and/or failure.

[8 to 10 marks] for narratives of methods used by two minorities, with implicit assessment.

[11 to 13 marks] for better detail and explicit assessment.

[14 to 16+ marks] for clearly structured and focused essays which assess methods used in a balanced way.

29. How and why did cultural, social, and economic differences cause problems between majorities and minorities?

Cultural could include language, form of education, dress, the arts, lifestyle; social to a certain extent overlaps with cultural, but could also include religion, customs and traditions; economic covers wealth/poverty, employment opportunities, and participation in trade. Differences in all the above have caused problems between majorities and minorities, because of dislike or fear of the unknown or the different, jealousy, envy, lack of tolerance and understanding. Any minority – racial, ethnic or religious could be used.

[7 marks] and under for generalizations without specific examples.

[8 to 10 marks] for narrative or descriptive answers with implicit how and why.

[11 to 13 marks] for focus on and explanation of how and why.

[14 to 16+ marks] for answers that analyse the reasons why the named differences caused problems between majorities and minorities.

30. Why did efforts to integrate minorities meet resistance from both minorities and majorities?

Candidates should give examples of efforts to integrate minorities into the full political and economic life of the country in which they resided. These could be legislation, special education and training for necessary skills and in language, help to understand the political framework and social benefits available. The work of governments and charities would be relevant. Resistance by both majorities and minorities should be explained, *e.g.* the wish of minorities to retain their own culture, language and traditions, and the objection of the majorities to money spent, special treatment, preferential quotas *etc.*

[8 to 10 marks] for descriptive answers.

[11 to 13 marks] for explanation of efforts and their failures.

[14 to 16+ marks] for structured, analytical essays focused on efforts and reasons for failure.
