



# **MARKSCHEME**

**May 2000**

**HISTORY**

**Higher Level  
and  
Standard Level**

**Paper 2**

## Notes on Individual Questions

These notes must be read in conjunction with the current mark bands.

### Topic 1: Causes, practices and effects of war

- 1. Assess the importance of nationalism and of selfish ambition as causes of twentieth century wars. Reference must be made to at least *two* wars.**

Candidates usually wish to write about the First and Second World Wars in this topic, therefore many will probably discuss nationalism, especially in relation to Germany, and the Balkans and Austria for the First World War, and Hitler with perhaps national feeling in Germany for the Second World War. With a suitable explanation nationalism could be extended to include various wars of decolonisation such as Algeria, or Civil Wars such as Vietnam. Selfish ambition could also be ascribed to various dictators or would be dictators for causing or sustaining wars, in all regions. Some examples might be Mussolini, Lon Nol, Pol Pot, Stalin. Those who base their answers solely on nationalism and selfish ambition as causes of the two World Wars, but do so in an analytical way, could score *[11 to 13 marks]* or *[14 to 16 marks]*. Inadequate answers or those which describe the causes of wars in a generalised way would score *[8 to 10 marks]* or lower. To reach the higher bands candidates might either produce an analysis which ranges over several wars world-wide, or concentrate on the importance of nationalism and selfish ambition, and discuss other causes briefly.

- 2. Examine critically *two* treaties and evaluate their success in resolving the armed conflicts which necessitated the treaties.**

Candidates should name the treaties, note their main clauses and judge their fairness, suitability, shortcomings and of course their success in restoring and maintaining peace. No doubt the Treaty of Versailles, 28 June 1919 will be the main choice and allow up to *[12 marks]* for this treaty. Allow St German and Neuilly as separate treaties. Other treaties which might be used are Brest-Litovsk (1918), Bucharest (1923), Sevres (1922), Lausanne (1923). Allow agreements which end wars such as Paris Peace Accords (1973) or at least officially stop fighting Parmunjom Armistice (1953). As the question specifically states 'ending armed conflict', treaties of alliance which did not end wars are not relevant. Answers which only deal with one treaty or do not either examine or evaluate success, should be marked out of *[12 marks]*.

**3. Compare and contrast the effects for the country concerned of *two* of the following: the Chinese Civil War; the Nigerian Civil War; the Spanish Civil War.**

The Chinese Civil War could either be counted as 1931 to 1949, or only as its final session, 1945 to 1949. The Nigerian Civil War was from 1966 to 1970 and the Spanish Civil War 1936 to 1939. For comparison and contrasts candidates should consider the obvious bitterness, destruction, loss of life, wider political implications, *etc.* of the actual wars chosen, the result — which side won (so often candidates fail to state the obvious), and the nature of the rule after the war: Mao in Communist China, Gowon in Nigeria, with his policies of reconciliation, rehabilitation and reconstruction, and Franco in Spain which passed from a totalitarian state to a constitutional monarchy.

Structured comparisons will probably score **[11 to 13 marks]** and higher depending on depth of knowledge and analysis. Narrative material in the form of end on general accounts could reach **[8 to 10 marks]** with some linkage. If only one of the civil wars is tackled, **[8 marks]** cannot be reached.

**4. Assess the significance of *either* the Mexican Revolution (1910 to 1940) *or* the Vietnam War (1964 to 1975).**

For the Mexican Revolution (1910 to 1940) candidates could consider the part played by the various leaders, reformers and revolutionaries, the social conflict and social revolution that occurred, the 1917 constitution, conflict between Church and State, nationalisation and land redistribution, the significance for Latin American countries and relations with the United States, and finally the situation after the Revolution as a conclusion.

For the Vietnam War (1964 to 75) candidates could consider it as a civil war, as part of the Cold War and as a United States (imperialist?) war; the nature of warfare, the effects on North and South Vietnam, the effects on the United States — combatants, general public and government, the formation of the Socialist Republic of Vietnam.

There is much relevant material for both choices: descriptive and general attempts would not reach **[8 marks]**, but accurate narratives with comments could score **[8 to 10 marks]** or **[11 to 13 marks]** with perceptive comments on significance — structured focused essays which emphasise significance would score **[14 to 16 marks]** and higher when depth of analysis, or awareness of different interpretations, *etc.*, is present.

**5. In what ways have wars: (a) caused suffering and hardship to women; (b) helped promote women's equality? Specific evidence must be given from at least *two* regions.**

Candidates still seem to think that questions such as this one represent a soft option. It is obvious that women suffer in wartime, as wives, mothers, bomb victims, refugees, *etc.* It is also obvious that women have to perform tasks in wartime that are normally done by men in peacetime. Such general observations will not reach **[8 marks]**, and it is hoped that the demand for specific evidence will give warning of this. Only those students who have studied this topic in some depth in the form of case studies and reading specialist articles or books on the subject can achieve a satisfactory mark. Those who have, and can respond with detail and assessment will score well, **[14 to 16 marks]** and higher.

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

**6. Why has colonialism become an ‘outdated and unpopular concept’ in the twentieth century?**

For outdated, candidates could consider political, educational and economic advances and improvements made in colonies especially in the first half of this century before widespread decolonisation; the impact of the First and Second World Wars, when input from colonies to help the colonial powers was high and colonial powers were weakened; the success of new states. Unpopularity could be assessed by analysing neglect, exploitation, *etc.* of colonial powers, the growth of opposition movements and later twentieth century political ideas for self-determination as expressed in the United Nations. Specific examples and evidence must be given for **[11 to 13 marks]** and higher.

**7. To what extent were independence movements in the Indian subcontinent between 1900 and 1950 ‘quarrelsome, violent, but successful’?**

It is hoped that candidates will use the wording of the question to write a structured answer, rather than describing the independence of India and Pakistan, and find much to challenge in the question. The Indian Independence Act 1947 gave independence to India and Pakistan and the Ceylon Independence Act, 1947 to Ceylon, now Sri Lanka. Quarrelsome could include disputes between the subcontinent and the British government, between the Indian National Congress (founded 1895) and the Muslim League (originally a cultural movement reformed as a political one in 1934), and within the independence movements between radical and moderate elements. Violent could cover clashes against and by the British and between the religious and ethnic groups. Success took the obvious form of the achievement of independence. The main areas to challenge the question will probably be Gandhi’s non-violent movement, and the failure of the National Congress’s original aim (and Gandhi’s) for unitary independence. Events following independence could also temper success, bloodshed, wars between India and Pakistan, the later breakaway of Bangladesh (1971), poverty, *etc.* Events after 1950 are relevant as analysis and conclusion only.

Marks will depend on focus, structure and assessment. This should be a well known topic so demand more than narrative for **[11 to 13 marks]** and higher.

**8. Analyse the reasons for the success of *two* wars of decolonisation, each chosen from a different region.**

The reasons for resorting to war, the organisation, leadership, support inside the colony and from other countries, the failure of the colonial power to withstand the war (again the situation in the colony, at home and the effect of outside forces, *e.g.* perhaps the First or Second World Wars) are all areas to explain in an analytical way. Two popular choices could be Algeria and Indochina. If only one country or one region is referred to, mark out of **[12 marks]**. A purely descriptive answer would probably score about **[8 marks]**, with brief, perhaps implicit comment or assessment to **[10 marks]**, and with explicit assessment could reach **[11 to 13 marks]**. The higher mark bands will be reached by structured analytical answers.

**9. Examine the forms of government established in any *two* new states and evaluate their success in meeting the needs of their people.**

The first part, 'forms of government' covers whether it is democratic, a one party-state, a military dictatorship, left or right wing, *etc.* The second part demands an assessment of government policies to ascertain how successfully citizens are enjoying security from foreign invasion and law and order at home; are the people educated, employed, fed, housed, *etc.*? In other words are the needs of people in the twentieth century being met? (Of course the time scale is in the period after independence; no given length of government in the new state is suggested, but the first five to ten years would be suitable). Any two states granted independence in the twentieth century would be relevant.

Reserve about **[4 to 5 marks]** for the first part, and if only one state is tackled mark out of **[12 marks]**.

**10. In what ways, and why, have social and economic conditions changed since independence in *two* of the following: Algeria; Cuba; Indonesia; Zaire?**

Social and economic conditions could include education, health care, transport, urbanisation, status of women, development of agriculture, trade and industry, poverty and famine, *etc.* Culture, Westernisation, traditional cultures and religion could also be made relevant, and both improvements and reverses should be considered.

Algeria's independence was proclaimed in July 1962; Cuba was freed from Spanish rule in 1898, policed by the United States until 1902, and under some form of American influence until 1959. Allow Cuba and Castro from 1959, or of course the earlier period. Indonesia became independent in 1949, although technically constitutional links remained with the Dutch Crown until 1956. Zaire became independent from Belgium as the Democratic Republic of the Congo, in 1960. In 1971 the name was changed to Zaire.

Reward specific detail and good coverage. If only one country is addressed mark out of **[12 marks]**, and why must be addressed for **[11 to 13 marks]** perhaps implicitly, and for **[14 to 16 marks]** and higher, explicitly.

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

**11. In what ways, and for what reasons, did rulers of single-party states play an important role in world affairs between 1917 and 1945?**

This question should give able candidates an opportunity to write a thoughtful essay on totalitarian ideology. Why did 1917 to 1945 see so many dictators in Europe? What other parts of the world could be used as evidence? Did the decline of Empires and the problems of nationalism affect the situation? No doubt the actions of Hitler, Mussolini, Stalin and to a certain extent Lenin will feature. Probably most candidates who choose this question will do more than narrate the rise of Hitler and his share in the Second World War. The question states **rulers** so an answer based on Hitler alone would have difficulty in reaching **[10 marks]**, but an answer which treats two rulers with some depth of analysis could reach the top bands as could one structured and focused on the conditions which led to the emergence of totalitarian rulers and their importance in world affairs. Reward initiative, analysis and originality — provided there is specific evidence to back up ideas and assertions.

**12. Identify the main principles of Communism and assess how far these principles were put into practice by *one* Communist ruler between 1900 and 1990.**

Probably most candidates will identify the main principles of twentieth century communism as communal ownership of land, resources, industry, banks, transport, *etc.*, with a view to obtaining equality, and directed and regulated by the government. Credit those who show understanding of the background and history of twentieth century communism, which was a nineteenth century ideology, with the word ‘communism’ used as early as 1840, developed by Marx and Engels in their Communist Manifesto of 1848, then by Marx in *Das Kapital*, 1867. Marxism — Leninism developed in the USSR as a combination of Marx’s analysis of capitalism and Lenin’s theory of democratic centralism. Lenin adopted the term ‘communism’ for his party in 1918, and the principles and practice of communism have varied — and been disputed — by participants and opponents throughout the twentieth century.

Reserve at least **[5 marks]** for the first part of the question, but award more if the answer emphasises this aspect. Any Communist ruler can be selected; some probable choices will be Lenin, Stalin, Mao, Castro. Reward those candidates who base their arguments on the principles given in the first part, and produce specific evidence to show how far the ruler adhered to them and where he digressed for pragmatic or personal reasons. A vague paragraph on principles followed by a general narrative of the chosen ruler would probably fit in the **[8 to 10 marks]** band, better coverage of principles, with narrative plus comment could be **[11 to 13 marks]**; **[14 to 16 marks]** answers would be well structured and focused. **[17+ mark]** answers might be aware of the variations and different interpretations of communism and communist rulers.

**13. Account for the rise to power and longevity of the rule of *either* Fidel Castro in Cuba *or* Julius Nyerere in Tanzania.**

Castro entered Havana in triumph on 8 January 1959 and became Prime Minister a month later; his rise to power could be accounted for by his work (legal) for the poor in Havana, abortive rising and imprisonment, 1953, secret return to Cuba 1956 followed by guerrilla operations, support, and the unpopularity of the Batista Regime. Longevity could be ascribed to positive measures, social reforms in various spheres, foreign communist support and totalitarian negative measures, imprisonment, censorship, *etc.* Castro is still the ruler of Cuba.

Julius Nyerere rose to power through education and political activity. He organised the Tanganyika African National Union (TANU) 1954, in 1956 the British administration nominated him as the TANU representative on the Legislative Council, but he resigned in 1957 protesting at the slowness of independence. When independence was granted in 1961 he was appointed Prime Minister, but soon resigned to build up his party. He became President in 1962 and continued until 1985. His longevity could be ascribed to policies within his country: (the name Tanzania was adopted after union with Zanzibar in 1964), *e.g.* his socialist policies outlined in the Arusha Declaration and relative stability and prestige outside, *e.g.* in OAU, Commonwealth and against South Africa.

Narratives of the chosen ruler could reach **[8 to 10 marks]**, or even **[11 to 13 marks]** with satisfactory comment and assessment. **[14 to 16 marks]** and higher will probably be scored by essays structured and focused on reasons for the rise and for the long period in power. The highest bands will probably be aware of different interpretations and controversial aspects.

**14. Assess the contributions of organisation and leadership qualities in maintaining in power *two* single-party rulers each chosen from a different region.**

Some of the material suggested for question 13 could be used in question 14 as Castro and Nyerere showed leadership qualities *etc.* in their States. The question is on the rule, not the rise of the chosen rulers. Answers of say **[16+ marks]** will suggest other reasons for maintaining power. If only one ruler or one region is addressed, mark out of **[12 marks]**.

**15. Analyse the role and status of women in *two* of the following: Maoist China; Nazi Germany; Peronist Argentina.**

Candidates should select two regimes and explain what the role and status of women was, and why and how the regime resulted in this role and status, no doubt observing how it benefited or disadvantaged women. Here is an opportunity for candidates to refer to two favoured topics, Hitler/Nazis and Eva Peron! Specific details not just vague generalisations are needed to reach **[8 marks]**. If only one regime is tackled mark out of **[12 marks]**.

**Topic 4: The establishment and work of international organisations**

**16. Account for the foundation and evaluate the contribution of *one* of the following: The Arab League; the International Court of Justice; the Organisation of American States.**

This is a straightforward question asking why the chosen Organisation was founded and how its work affected — or failed to contribute to — the twentieth century. Six Arab countries plus Palestinian Arabs met in 1944 to form a League to promote the interests of Arab peoples. A council was established in 1945. Thirteen other states plus the PLO have since joined, but Egypt, a founder member, was suspended between 1978 and 1987. Most of its activities have been directed against Israel, and it failed to resolve the Gulf crisis in 1990.

The International Court of Justice was established in 1945 as a replacement for the Cour Permanente de Justice. It meets in The Hague and works with the United Nations. The Universal Declaration of Human Rights was accepted in 1948 and by 1966 two international Covenants, one on civil and political rights, the other on economic, social and cultural rights, had been promulgated. Appeals to the Court in terms of the Covenant are enforceable only if the nation concerned has previously agreed to be bound by its decision.

The Organisation of American States (OAS) was founded at the 9th Pan-American Conference at Bogota in 1948 with a Charter designed to achieve peace and justice and promote American solidarity. By 1990 there were thirty two member States on a basis of equality, with a General Assembly meeting annually, an elected Secretary-General, and three Councils. The OAS was dominated by the United States in its earlier years, less so later, but its effectiveness was diminished by failure in the Central American crisis of the 1980s. Canada joined in 1990.

The above notes are to help examiners; candidates need more detail and, of course, analysis for a satisfactory answer.

**17. In what ways, and for what reasons, have international organisations affected the cultural and social conditions of *two* countries each chosen from a different region?**

The question asks how and why international organisations — in the plural — but no specific number demanded so the choice is left to the candidate, and should be governed by the two countries selected, which must be from two separate regions. If only one country or one region is addressed mark out of **[12 marks]**. Otherwise marks will depend on depth (reasons) and details (ways). Cultural and social conditions could include arts, crafts, religion, education, standard of living, housing, health care, *etc.* Vague generalisations will not reach **[8 marks]**, narratives mixing ‘how’ and ‘why’ perhaps **[8 to 10 marks]**. Narrative plus comments and assessment probably **[11 to 13 marks]**, and detailed structured and focused answers **[14 to 16+ marks]**.



**18. Why did the League of Nations only exist from 1919 to 1946?**

This should be a popular question; probably answered by those who have studied the League as part of their regional option, as well as those who have studied Topic 4. No doubt some will narrate the years 1919 to 1939 noting League failures, and score — if sufficient detail is given — *[8 to 10 marks]* or *[11 to 13 marks]* if the description includes comment or assessment either interwoven or as a conclusion. Focused structured essays could provide sections on the inadequacies of the League's foundation and constitution, its difficulties and failures because of the situations of the interval years, and the aggressive actions of defiant dictators and states. These should score *[14 to 16 marks]* and higher, especially with balanced answers which present differing interpretations.

**NB:** Most will probably conclude with 1939 but the League continued to exist until its remaining responsibilities were handed over to the United Nations in April 1946.

**19. Assess the successes and failures of *one* international organisation in the second half of the twentieth century.**

Here is an opportunity for candidates to use their knowledge of the United Nations. As in the previous question, many who have studied it as part of their regional option may choose to answer it. If UNO is chosen no doubt its successes and failures as a peace keeping force, the part it has played in the Cold War, and the work of its specialised agencies such as UNESCO, UNRRA, UNICEF and WHO will feature largely. A detailed study of one of the agencies alone would of course be valid, as would any other international Organisation. Be reasonably flexible with dates; 1945/1946 might be a more suitable date to begin. The IB History Syllabus ends in 1990 but allow later material as a conclusion if relevant. Marks will depend on depth, detail and of course relevancy and accuracy.

**20. How far do you agree with the judgement that the late twentieth century does not need so many international organisations?**

This is another opportunity for able and thoughtful candidates to use their flair and initiative to write a thought-provoking and challenging essay. They could agree with the judgement by arguing that the plethora of international organisations throughout this century have frequently failed to live up to expectations or served their own narrow interests. Alternatively they could challenge the question and argue the needs in this shrinking era with instant media coverage and world-wide access, to maintain international organisations which have had many successes and proved their worth. Mark according to valid assertions backed by appropriate examples. Essays consisting of unsupported generalisations should not reach *[8 marks]*.

**Topic 5: The Cold War**

**21. 'Ideological differences played little part in the origin of the Cold War.' How far do you agree with this judgement?**

A familiar theme! Ideological differences suggests communism versus democracy and a planned economy versus a free market economy. Candidates should discuss these differences in their historical context, 1917 to say 1942; an assessment of the wartime alliance in face of Hitler and Nazi aggression would also be relevant as well as disagreements within the alliance, 1942 to 1945 and the post-war situation which led to the Cold War, with focus and structure on fear — by USSR of another invasion from the West and by the United States and the Western powers of the USSR under Stalin seeking the spread of communism. Answers which consist of all the candidate knows about the Cold War will probably not reach **[8 marks]**. A narrative of differences 1917 to say 1947, with comments or assessment, will probably score **[8 to 10 marks]** or **[11 to 13 marks]** depending on how well it is focused on the set question. Essays worth **[14 to 16 marks]** and higher will probably be structured, analytical and some will discuss the various interpretations of the origins of the Cold War, by historians.

**22. To what extent was Germany the cause of East/West disagreements between 1943 and 1963?**

This should be another well known and popular question. Tehran, Yalta, Potsdam, the actual post war treatment of Germany, Berlin blockade and airlift, division of Germany into Federal Republic and Democratic Republic, West Germany joins Nato, Berlin Wall, Kennedy's visit to Berlin, would all be relevant. A narrative of some of the above might score **[8 to 10 marks]**, with comments. More focus on 'how' and 'why' the events caused disagreements would be necessary for **[11 to 13 marks]**, and structured and analytical answers explaining which disagreements were more serious, *etc.* **[14 to 16 marks]**. Answers in this mark band might also note the other areas of disagreement between East and West during the given dates, *e.g.* other European problems, Korea, Cuban missile crisis, and those reaching **[17 marks]** and higher would be expected to judge the 'to what extent'. However candidates should not dismiss Germany as a cause of disagreement and replace it with the area they had learnt. This would not reach **[8 marks]**.

**23. Define 'superpower rivalry' and assess its importance in international politics since 1945.**

Candidates must first define the rivalry between Soviet Russia and the United States, the aims and policies of both — as they perceive them. Allow at least **[4 to 5 marks]** for this, but more for a candidate who produces a thoughtful definition of the subject. Weaker candidates will probably assign the whole of the Cold War and all international politics to it. This will only be satisfactory if evidence is presented to prove that super power rivalry was responsible for say the Vietnam War or the Cuban Missile Crisis. Answers in the 'good' mark bands **[14 to 16+]** will in their assessment of importance mention other factors in international politics unrelated to superpower rivalry. No doubt the Arab - Israeli conflict sometimes touched upon superpower rivalry — as both sides hoped to profit from it, but the conflict would have existed without superpower rivalry or the Cold War.

A vague general account of the Cold War would probably only reach **[8 to 10 marks]** with at least implicit focus on superpower rivalry. For **[11 to 13 marks]** answers would probably limit their material to superpower rivalry within the Cold War.

**24. Analyse the role of *either* Cuba *or* Vietnam in the development of the Cold War.**

The main events and dates for Cuba are: Castro allies with USSR, declares himself a Communist, repulses Bay of Pigs, 1961; Cuban Missile Crisis; 1962 aid to Marxist and other rebels and liberation movements in Latin America and Africa especially Angola and Ethiopia in 1960s and 1970s. Vietnam, dates and events; partition of Vietnam by Geneva Agreements, 1954; Vietnam War 1965 to 1973; United States withdrawal by cease-fire of Paris, 1973; Communist victory of North over South, April 1975.

Whichever country is chosen candidates should show ‘how’ and ‘why’ the role of that country affected the course and development of the Cold War, and judge its importance, whether it played a vital or peripheral role, whether it manipulated events in the Cold War or was itself manipulated by one or both of the superpowers, *etc.* Descriptive/narrative answers will probably score **[8 to 10 marks]** with adequate detail\*, and **[11 to 13 marks]** with focused comment. Answers which analyse and focus on development should reach **[14 to 16 marks]**, and with good balance, differing interpretations or perceptive insight, **[17+ marks]**.

\* (N.B. for Cuba this means more than a narrative of the Missile crisis.)

**25. Compare and contrast the economic and social impact of the Cold War on *two* countries each chosen from a different region.**

Any two countries, as long as they are from a different region can be chosen. The answer will probably be more effective if one country from ‘the east’ and another from ‘the west’ is chosen. Cuba and West Germany are often favoured choices in similar questions. Social and economic covers areas such as art, the media, education, health care, standard of living, lifestyles, *etc.* Specific evidence and proof that the impact is from the Cold War and not just natural development is necessary for a satisfactory mark. A comparative structure usually scores better than end on accounts. If only one country or one region is discussed **[8 marks]** cannot be reached.

**Topic 6: The State and its relationship with Religion and with Minorities**

- 26. Evaluate the methods used by *two* minorities (ethnic, racial or religious) in their efforts to preserve their culture and identity.**

Candidates need to select two minorities — any kind — two the same or two different — explain how, and how successfully they have tried to preserve their culture and identity in the face of majority rule, way of life, education, *etc.* The minorities need not be subject to persecution or even persuasion to adopt the majority culture. Vague general answers will not be satisfactory, *i.e.* reach **[8 marks]**. Reward specific detail and perceptive evaluation. If only one minority is addressed mark out of **[12 marks]**.

- 27. Compare and contrast the relationship between religion and state in *two* countries each chosen from a different region.**

The only prescribed part of the question — apart from finding similarities and differences — is selecting two countries each from a different region. Religion covers the whole range of religious beliefs and the countries concerned could have an ‘official’ religion, persecute the religion under discussion, or tolerate all forms. Thus this is a very open question which would need careful planning before writing. A comparative structure should score more highly than end on accounts. As with all compare and contrast questions **[8 marks]** cannot be reached if only one country is tackled.

- 28. Explain why, and to what extent, *two* of the following minorities are considered to have been disadvantaged: Aborigines in Australia; Chinese in Malaysia; Kurds in West Asia; Quebecois in Canada.**

The ‘disadvantages’ of the four minorities, from which candidates must choose two, range through all stages from serious persecution to language and education disadvantages. The question requires an explanation for the behaviour of the dominant majority power, and the extent of the suffering of the minority. If only one majority and minority situation is addressed mark out of **[12 marks]**. Reward specific accurate detail and balanced assessment.

- 29. Using specific evidence for the period 1940 to 1990, examine the methods used by majorities against minorities and assess their effects.**

The question is phrased in the plural, methods, majorities, minorities, effects, so more than one example is essential for a satisfactory mark. But specific evidence is also demanded. Perhaps the clearest way to answer this question is to structure and focus it on methods, *e.g.*, legal; political; brutal — terror — extermination; economic, *etc.*, and their effects, second class citizens, death, ghettos, *etc.* Vague answers based on unsubstantiated generalisations would not reach **[8 marks]**; narratives of perhaps two minorities might score **[8 to 10 marks]**, wider narratives with acceptable assessment **[11 to 13 marks]**, and structured analysis **[14 to 16 marks]** and higher.

**30. With reference to *two* Islamic States discuss the ways in which Islam has both assisted and disrupted government stability.**

Moderate Islamic religious institutions could help by working with the government for unity and stability. Muslim fundamentalists disrupt by their demands for stricter religious laws, codes of behaviour to be enforced on the whole population, and by terrorism. Specific examples are needed for satisfactory marks, with named Islamic States. The situations in Algeria, Egypt, Iran, Saudi Arabia, Afghanistan, Pakistan could all be discussed, but material after 1990 can only be credited as a conclusion, and essays only covering the 1990s would not reach **[8 marks]**.

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