

MARKSCHEME

November 2003

HISTORY

Higher Level and Standard Level

Paper 2

Topic 1: Causes, practices and effects of war

1. Assess critically *three* causes of the First World War.

Probably candidates will choose from three of the following causes of the First World War; alliances; the Balkans; imperialism; the arms' race; naval rivalry between Germany and Britain; German militarism; the assassination at Sarajevo. Accept any other legitimate cause and different wording from those above.

Candidates need to explain each of their chosen causes and assess their part in causing the war, for example how important they were relatively in causing the war.

Mark out of [7] for each cause approximately, or mark as a whole with:

[0 to 7 marks] for short or inaccurate attempts, or a brief general causes answer.

[8 to 10 marks] for basic accounts and at least implicit assessment of the chosen three causes.

[11 to 13 marks] for fuller accounts and explicit assessment.

[14 to 16 marks] for full analysis of the three causes.

[17+ marks] for a further dimension such as different interpretations of the selected causes.

2. Compare and contrast the causes of *two* wars (excluding the First World War) each chosen from a different region.

This is a comparative question requiring candidates to consider the similarities and differences of the causes of two wars. As the First World War is the subject of the previous question it has been excluded. Candidates may well choose the Second World War together with perhaps the Vietnam or Korean War, but of course allow any non European War, and as the Second World War developed outside Europe, candidates could elect to answer both parts on it, the European aspect, and the war in the Pacific.

Causes should include long term and immediate.

[0 to 7 marks] for a vague inadequate attempt, or addressing only one war.

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

[11 to 13 marks] for explicit comparison.

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

[17+ marks] for excellent insight, or perhaps different interpretations.

3. Analyse the reasons for the outcome of *one* civil war. How did the outcome affect the country in which the war was fought?

It is hoped that the first part will explain why the winner was successful by analyzing areas such as support, both internal in terms of personnel and resources, and external, in terms of leadership, and overall aims as well as tactics, rather than just include a chronological account of the war.

The second part should explain and assess how the country was governed, its economic and social position, its foreign policy *etc.* by the victorious side. Civil wars in China, Cuba, Korea, Russia, Spain and Vietnam would be suitable choices.

If the two parts of the question are not tackled, **[12]** would be a probable maximum.

[0 to 7 marks] for an inadequate or inaccurate account of a civil war.

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

[11 to 13 marks] for explicit details and explanation of both parts.

[14 to 16+ marks] for well chosen specific evidence and an analytical approach.

4. “The most important military development of the twentieth century was the development of nuclear weapons.” To what extent do you agree with this judgment?

Candidates need to address the various implications of the quotation, such as the nature of nuclear weapons, why they were militarily important (better candidates may compare and contrast them with other weapons), the morality of their use perhaps, the deterrent of having them hence no third world war in the twentieth century but more localised wars.

A verdict on the quotation based on the argument used should be given.

[0 to 7 marks] for unsubstantiated generalizations.

[8 to 10 marks] for discussion of some of the above or perhaps an account of their use.

[11 to 13 marks] for a reasoned argument using some of the above.

[14 to 16 marks] for structure, analysis and coverage.

[17 + marks] for insight, original thinking or focus on “most important”.

5. Assess the economic and social impact of *either* the Arab–Israeli Wars, *or* the Vietnam War, on the countries involved.

Whichever war or wars are selected, candidates need to consider the impact on social and economic conditions of all the countries involved. They could of course be harmful, especially when a country is devastated by fighting on its territory. Also trade could be interrupted and agriculture and industry changed and/or weakened. On the other hand some countries profit from wars economically. Wars change social conditions, especially the lives of women and children.

[0 to 7 marks] for sweeping generalizations.

[8 to 10 marks] for an account of the chosen wars or war with implicit focus on social and economic areas.

[11 to 13 marks] for explicit focus on economic and social matters.

[14 to 16+ marks] for specific detailed evidence of social and economic effects.

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

6. Account for the rise of *either* one African *or* one Asian independence movement.

Accounting for the chosen independence movement could include the reasons for opposition to the colonial ruler and hence for the rise of the independence movement, its aims and philosophy, leadership – individual and/or collective, methods of obtaining support, internally and externally, methods used to try to obtain power, legal or with the use of force.

It would be sufficient to conclude with either the first attempt to overthrow the regime, or with success in doing so.

Candidates could also include both the negative aspects, *e.g.* being anti the colonial regime, and the positive aspects, the wish for independence as an ideal state. The former will be concerned with the actual or perceived injustice of colonial rule, the latter with factors such as education and increased wealth and status of those seeking independence.

[0 to 7 marks] for general material.

[8 to 10 marks] for a narrative of the rise of the named movement with implicit assessment.

[11 to 13 marks] for some explicit assessment of the rise of the chosen movement.

[14 to 16+ marks] for clear examination and accounting for the rise of the chosen independence movement.

7. For what reasons were India and Pakistan granted independence in 1947?

This question poses two queries – why were the two named countries granted independence by the British in 1947, and why were they granted independence separately? Perhaps only able students will see and address the second query as a separate issue.

Some points which could/should be addressed are: the nature of British rule; British parliamentary acts establishing limited representative government; disappointment with the 1935 Government of India Act; work of the Indian National Congress and the Muslim League; work and example of Gandhi; effects of two world wars; increasing bitterness and hostility between Hindus and Muslims.

Candidates could take either a long view or concentrate on the period *circa* 1935 to 1947.

[0 to 7 marks] for short answers that lack detail.

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

[11 to 13 marks] for explicit explanation.

[14 to 16 marks] for structure and analysis.

[17+ marks] for those who appreciate the complexities of the situation/question.

8. How successfully did *either* Ghana until 1966, or Kenya until 1978, achieve the transformation from a colony to a new state?

Candidates should see this as a question which requires a survey and examination of the country from the granting of independence to the end of the rule of Nkrumah in Ghana or Kenyatta in Kenya. A short concise pre-independence introduction could also be included.

For Ghana: Nkrumah founded the Convention People's Party in 1949 to work for independence, which was granted in 1957, with him as president until his deposition in 1966. His policies of Africanisation and Pan Africanism were at first popular, but over-rapid modernization led to social and economic problems. His early promise was not fulfilled and his autocratic rule and resultant political problems led to his deposition.

Kenya suffered pre-independence racial disturbances, including the Mau Mau. Kenyatta became prime minister, and president in 1964, after self-government had been gained in 1963. He implemented conciliatory policies in relation to tribal and racial issues. Much progress towards economic and social stability was achieved and he was generally well regarded in and outside Kenya.

[0 to 7 marks] for a weak general answer.

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

[11 to 13 marks] for adequate detail and assessment of success and failure.

[14 to 16 marks] for a structured analysis of the transformation from colony to new state.

[17+ marks] for in-depth perceptive judgement and balance.

9. Assess the difficulties facing *two* ex-colonial non-European new states in the ten year period following independence.

Difficulties to be assessed could include: colonial legacy, especially lack of education and political experience and expertise; economic problems, *e.g.* lack of development, and reliance on one crop or trade with the former colonial power (neo-colonialism); poor infrastructure; weak finance; tribal rivalry; outside pressure.

Assessment should cover the extent of the difficulties and how successfully they were tackled.

N.B. Ten years is an approximate guide. *Castro's Cuba is not applicable for this question, but Cuba immediately after independence from Spain, is.*

[0 to 7 marks] for unsubstantiated generalizations.

[8 to 10 marks] for a narrative account of two new states with implicit assessment.

[11 to 13 marks] for explicit assessment.

[14 to 16+ marks] for specific evidence supporting assessment of the difficulties experienced by two new states.

If only one new state is addressed, the maximum mark that can be obtained is *[12 marks]*.

10. How and why did ex-colonial non-European new states try to both preserve their traditional culture and improve their economic position?

As this topic was designed for ex-colonial and developing countries candidates should not choose European states. Culture could include social customs, arts, crafts, dress, architecture, literature, music, dance, religion.

Improving their economic position suggests education, changing work patterns, agriculture, manufacture, mining, trade *etc.*, in order to increase prosperity and eliminate poverty.

Thoughtful candidates may consider whether the two elements in the question are incompatible or at least conflict.

[0 to 7 marks] for a vague collection of generalities.

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

[11 to 13 marks] for genuine assessment of some of the above.

[14 to 16 marks] for specific evidence to support assertions and analysis.

[17+ marks] for realization of conflict.

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

11. Compare and contrast the rise to power of *two* rulers of single-party states.

This is a straightforward comparative question on a usually well known and popular topic. As the rulers do not have to be from different regions, candidates can choose two European rulers, although Castro and Perón will probably also be popular choices. The similarity or difference in the following points need to be examined: the state's situation before the rise; the would-be rulers' philosophy or ideology; aims; body of support; chosen methods to obtain power; external factors. Expect specific factual evidence, analysis of reasons for success, and sound chronology for top bands.

[0 to 7 marks] for inadequate knowledge or answers which only address one ruler.

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

[11 to 13 marks] for explicit comparative linkage in end-on accounts, or in a weak comparative structure.

[14 to 16+ marks] for a clear comparative framework with extensive knowledge.

12. Assess the methods used by *either* Perón *or* Lenin to maintain his position as ruler of a single-party state.

Candidates need to display specific knowledge of the policies and show how they were designed, and used, to maintain either Perón or Stalin in power. These should include both positive policies such as economic and social measures designed to win support, and negative measures such as intimidation and terror designed to remove opponents and cow the population into submission. Propaganda and the cult of personality were also important.

Perón ruled Argentina from 1946 to 1955, and also briefly in 1973 to 1974. His social measures were aimed at the urban poor and his wife Eva helped to maintain his popularity, but after her death his antagonism of the church and increasing autocratic measures led to his overthrow and exile.

Lenin could be said to have ruled USSR from late 1917 until his death in 1924, but he was largely incapacitated by a stroke in 1922. Candidates usually concentrate on his terror with the climate of fear. They could include a brief reference to the Bolshevik revolution, then his dismissal of the Constituent Assembly, followed by peace with Germany, War Communism and the civil war and New Economic Policy.

[0 to 7 marks] for a collection of sweeping generalities.

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

[11 to 13 marks] for explicit assessment of policies and methods.

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

[17+ marks] for a full balanced answer with perhaps different interpretations.

13. For what reasons, and with what results, were there so many single-party states in the twentieth century?

This question should provide an opportunity for original thinking – but ideas must be supported by specific evidence. Some ideas which could be explored are: the decline of old imperial powers such as Austria–Hungary, Manchu China, and Ottoman/Turkish; impact of the Cold War as an ideological struggle – areas of Africa, Latin America, Asia; industrial growth and an increasing proletariat; social and economic changes including areas of poverty; two world wars; increase of education and the franchise; decline of religious belief. Some results of the above were levelling of society, economic distress, war, persecution, lack of law and order in the disintegration of traditional society and politics, which in turn produced single party states.

[0 to 7 marks] for sweeping generalizations and unsupported assertions.

[8 to 10 marks] for narrative of the rise of one or two single-party states.

[11 to 13 marks] for a reasoned argument, perhaps of some of the above.

[14 to 16+ marks] for a thoughtful, structured and analytical essay.

14. Examine critically the successes and failures of *either* Castro *or* Mussolini, as a leader of a single-party state.

Candidates need to state the main policies of their chosen ruler and assess them in order to explain how and why they were successes or failures.

Castro became prime minister of Cuba after he had seized power in 1959, president in 1976 and still ruled the country at the end of the twentieth century. Candidates should be able to assess his economic and social policies, the nature of his regime, and relations with USA, USSR and other Communist countries. There will probably be many shades of opinion as to his successes and failures.

Mussolini formed a government in Italy in October 1922 and assumed dictatorial powers by 1924. Policies to be assessed could include the nature of his totalitarian state, social, economic and religious policies, his fierce nationalism with overt expansionism from the mid 1930s, alliance with Hitler and part played in the Second World War.

Accept the rise to power – as a success – for both, but answers that contain little else will not score well.

[0 to 7 marks] for short or irrelevant answers.

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

[11 to 13 marks] for fuller details with explicit assessment.

[14 to 16 marks] for an analytical approach and focus on successes and failures.

[17 + marks] for balance and/or different interpretations.

15. How and why was propaganda used in *two* single-party states, each chosen from a different region?

How and why requires both the actual methods used: posters, films, the press, radio, television, control, censorship of the arts and rallies; and the aims: purpose, organization and direction of the methods.

Use of propaganda could cover success in indoctrination, in obtaining and keeping support for the regime, establishing a cult of personality, stifling freedom of expression, and punishment for transgressions.

Candidates usually know about the use of propaganda in Nazi Germany and Communist Russia. Note that the examples must be from two different regions. Probably Castro or Mao will join a European example.

[0 to 7 marks] for lack of specificity.

[8 to 10 marks] for narrative/descriptive answers which lack focus on ways and results.

[11 to 13 marks] for attention to both parts and specific examples.

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

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

Topic 4: Peace and cooperation: international organizations and multiparty states

16. In what ways, and with what results, did *one* international organization work for peace and cooperation in the twentieth century?

Candidates need to assess how, and how successfully their chosen organization worked for peace and cooperation. The peace-keeping efforts and ultimate failure of the League of Nations or some of the peace-keeping activities of the United Nations would be likely choices. It is hoped that answers will contain positive points as well as criticism.

[0 to 7 marks] for general and probably negative responses.

[8 to 10 marks] for narrative of some peacekeeping efforts with implicit assessment.

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

[14 to 16+ marks] for full detail in a structured framework with analysis.

17. How successfully did the United Nations tackle social and economic problems between 1945 and 1960?

This question is limited to the United Nations and to the fifteen years (but be flexible) following the Second World War, in the social and economic field. The conditions after the Second World War made this very necessary work and various UN special agencies were set up.

Refugees were a priority: at first the UN worked through the International Refugee Organization and resettled a million in 65 countries. The UN Commission for Refugees was set up in 1951, and faced the prospect of dealing with two million refugees.

UNICEF was set up in 1946 to help the millions of children suffering from the war. Countries were urged to contribute to its funds. In 1948, the USA gave 60 million dollars.

UNRRA supplemented domestic food needs throughout Europe, and women including Eleanor Roosevelt worked with UN to improve the conditions of women at work. Some of the League's agencies were retained including the ILO.

[0 to 7 marks] for a few general points.

[8 to 10 marks] for descriptions of some of the UN's work.

[11 to 13 marks] for more specific details, with focus on improving conditions.

[14 to 16+ marks] for focus on how the UN responded to social and economic needs.

18. Why and with what results did *either* Spain after 1975, *or* Argentina after 1983, become a multiparty state?

Spain was governed by General Franco, who died in 1975, having prepared the country for the restoration of a constitutional monarchy with Juan Carlos. He successfully established a liberal democratic system with the first general election since 1936, in 1979. Party politics, regional development, modernization, and social and economic changes resulted. Spain also played an important role in the EU.

Argentina suffered from the “dirty war” and the Falklands’ War during its military dictatorship. In 1983, a civilian administration under Alfonsín was established. The country and government faced many economic and political problems, but conditions improved under Menem, president in 1989 and re-elected in 1995.

[0 to 7 marks] for a short or inadequate response.

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

[11 to 13 marks] for focus on why and with what results.

[14 to 16+ marks] for focus on why and with what results, as well as analysis.

19. Evaluate the organization and policies of *two* multiparty states, each chosen from a different region.

The question requires candidates to select two multiparty states (from different regions) and assess how, and how well, they functioned, that is their successes and failures in the government of the countries concerned. Did they ensure the well-being and equal treatment of all their citizens?

Candidates could evaluate the nature of the judiciary, the franchise, political parties, the legislature, upper chamber and cabinet. This should enable them to reach a conclusion about the suitability of the form of government as a multiparty state for their selected countries.

[0 to 7 marks] for a vague or irrelevant response.

[8 to 10 marks] for a description of two countries with implicit evaluation.

[11 to 13 marks] for a clearer account of government organization with some explicit evaluation.

[14 to 16+ marks] for a structured survey of state organization and evaluation of its suitability.

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

20. In what ways, and to what extent, did superpower rivalry affect multiparty states?

This question requires consideration of how superpower rivalry affected multiparty states and to what extent they were affected. Did these rivalries inhibit or foster the growth of multiparty states for example in the non-aligned areas? Did the Cold War superpowers try to gain their support? Was propaganda directed for or against them? Was a multiparty state more or less likely to be involved in the rivalry? Were multiparty states necessarily on the side of democracy?

The question requires thought and could produce some original ideas.

[0 to 7 marks] for uncoordinated generalizations.

[8 to 10 marks] for narratives of multiparty states in the Cold War.

[11 to 13 marks] for a real attempt to work out an original response to the question.

[14 to 16+ marks] for an answer that addresses some of the questions posed above.

Topic 5: The Cold War

21. In what ways, and to what extent, did mutual distrust and suspicion cause the Cold War?

Candidates should be well prepared for this question: mutual distrust will no doubt be regarded as another way of asking about “fear” as a cause of the Cold War. Both sides regarded the other with suspicion because of fear of attack. USSR feared another attack from the west therefore sought a “cordon sanitaire” or buffer zone to protect her western boundary. The proposed help from the USA was suspect and seen as “Dollar Imperialism”. The USA regarded any move which might have been prompted by defensive motives as aggression.

Candidates should be able to provide specific examples as evidence to support these views, e.g. USSR’s East European policies, events in Germany and Berlin, Truman Doctrine and Marshall Plan. They can also discuss different ideologies and old fashioned power politics to explain the mutual distrust and suspicion.

This will be a popular question: demand specific details which are relevant for causes of the Cold War (1950 would be quite far enough to go) as well as analysis for the top bands.

[0 to 7 marks] for a brief/inaccurate account of the Cold War.

[8 to 10 marks] for a general causes essay with implicit reference to distrust and suspicion.

[11 to 13 marks] for better attention to the set question and specific evidence.

[14 to 16 marks] for an analytical answer focused on mutual distrust and suspicion.

[17+ marks] for an extra dimension such as different interpretations.

22. For what reasons, and with what results, was Germany a centre of Cold War tension between 1945 and 1961?

This covers another well known area. Reasons could include Germany’s geographical situation, her twentieth century pre-Cold War history, Second World War settlement of Germany with division and reparations and the subsequent disagreements between East and West.

Results should include at least some of the following: Allied Control Council; four sectors; Berlin Blockade and airlift; Marshall Plan; split into Federal Republic of Germany and German Democratic Republic; West joins NATO; Refugees from East to West; Berlin Wall.

The overall result of tension over Germany was increasing bitterness and suspicion between the two sides in the Cold War.

[0 to 7 marks] for brief unconnected statements about the Cold War in general.

[8 to 10 marks] for narrative of some of the above events with implicit reasons and results.

[11 to 13 marks] for a detailed factual account with some explicit focused assessment.

[14 to 16 marks] for specific evidence and analysis to support reasons and results.

[17+ marks] for excellent coverage, interpretation and balanced judgment.

23. Compare and contrast the part played by Korea and Cuba in the Cold War.

This should also be a popular question as both these areas are frequently studied. The test will be selection and comparison; there will not be time to write all that is known.

Castro seized power in Cuba in 1959, and later declared himself a Communist. Main events were; Bay of Pigs, 1961; Missile Crisis, 1962; support for communism and revolutions world wide; anti USA.

Korea: the country was divided at the 38th parallel and war began when the North invaded the South and ended in 1953 with the territorial position unchanged.

Points for comparison might be: both used by superpowers to attempt to weaken the other, both Cuba and North Korea promoted aggressive Communist policies; both were anti USA, subjected to US attacks and increased Cold War tension.

Points for contrast: Cuba was near the USA, Korea far; US deployed US troops under the UN in Korea but not in Cuba, although the US supported the Bay of Pigs, which was undertaken by Cuban exiles; time scale and extent of activity; fighting varied; missile crisis nearly led to a major confrontation and fear of a third world war (therefore settled quickly?); Korea was the first “hot” war (although Soviet troops were not engaged officially)

Other conclusions and analysis could be drawn from both.

[0 to 7 marks] if only Cuba or Korea is addressed, or short inaccurate answers.

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

[11 to 13 marks] for either a full account with explicit linkage or a rather unbalanced comparative structure.

[14 to 16 marks] for a knowledgeable and appropriate comparative structure.

[17+ marks] for concise and perceptive comparison and contrast.

24. Analyse the nature of the Cold War and explain why, in spite of serious crises, it did not turn into a third world war.

This question invites candidates to express their own ideas, in some depth, about what the Cold War was, and why in spite of fears and dangers, it did not escalate into world destruction.

Candidates could explain it as a war that did not lead to actual military conflict between the armed forces of the two super powers, but was “fought by proxy” and perhaps stealth and dishonesty by them, in various areas, perhaps most seriously in Korea and Vietnam. It was a game of “cat and mouse”, a war of nerves (Cuban Missile Crisis), bluff, double bluff and espionage. They could also examine the arms’ race, sky wars, power play and diplomacy, as well as the search for satellites.

Failure to fully escalate could probably be more simply defined, fear of nuclear war, and the more or less equal strength of the two sides in the Cold War. Reserve at least **[5 marks]** for this part.

[0 to 7 marks] for general unsubstantiated assertions.

[8 to 10 marks] for a narrative of some aspects with implicit analysis.

[11 to 13 marks] for specific evidence to support the argument plus analysis.

[14 to 16+ marks] for reasoned analytical essays.

25. “The Cold War played little part in changing social and economic conditions for either side between 1945 and 1965.” To what extent do you agree with this assertion?

This will probably not be a popular question. Candidates can of course agree or disagree with the assertion but they must provide specific evidence to support their views. Some points that could be explored are: economic stagnation, *e.g.* in Eastern Europe because of exploitation; the economy affected due to money spent on arms and defence in the USSR; countries given aid for Cold War reasons, perhaps in the guise of development, *e.g.* Marshall Plan, Chinese and Cuban “economic advisers” in Africa. Social changes often followed economic changes, and religious persecution or the attempt to abolish religion, *e.g.* in USSR might be made relevant, although this mainly preceded the Cold War.

[0 to 7 marks] for a collection of general statements.

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

[11 to 13 marks] for focus on social and economic changes with some specific examples.

[14 to 16 + marks] for exact focus on the set question and evidence based on case studies.

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

26. Examine the part played by religion in conflicts within *two* states, each chosen from a different region.

The question demands that candidates select two states torn by civil conflict (not necessarily war), that is at least in part due to religious differences. It is of course often difficult to unravel the causes of conflict as many act under the guise of religion but are really motivated by other factors, such as poverty or even the unemployment of young men, which leads them to what they consider an exciting life involved in terrorism. This element of doubt and motive should be examined when the religious element is being determined. Two different regions are required. Suitable subjects could be Afghanistan, Borneo, Nazi Germany and Northern Ireland.

[0 to 7 marks] for a few uncoordinated statements.

[8 to 10 marks] for narrative of troubles in two states.

[11 to 13 marks] for discussion and assessment of the religious factor.

[14 to 16+ marks] for a balanced analytical answer.

Mark out of *[12]* if only one state or one region is addressed.

27. For what reasons, and with what results, did governments in twentieth-century states persecute religious groups?

A straightforward question requiring assessment of why religious groups were persecuted, for example as minority religions by majority religions which dominated the government, to obtain religious uniformity in the state, for fear of rebellion because of association with dissidents, other enemy states, *etc.*

Results varied from civil, economic and social discrimination to torture, imprisonment, exile and death.

[0 to 7 marks] for generalizations with no specific examples.

[8 to 10 marks] for narratives of one or two examples.

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

[14 to 16+ marks] for balanced focused reasons and results based on case studies.

28. What were the main grievances of minorities against twentieth-century governments, and how justified were they?

Some grievances to consider are genocide (Armenians in Ottoman Empire), persecution leading to imprisonment and death (Jews in Nazi Germany), political discrimination (no right to vote or become citizens – very widespread), economic discrimination (barred from certain jobs, widespread, USA, Northern Ireland), social (ghettos *e.g.* Jews in Poland) poor education, *etc.*

The majority of grievances were justified in the twentieth century, but there were (and still are), cases of minorities refusing to integrate and expecting positive discrimination beyond help in education, training, housing *etc.*

[0 to 7 marks] for inadequate or irrelevant material.

[8 to 10 marks] for narrative of one or two cases.

[11 to 13 marks] for focus and detail of grievances and justification.

[14 to 16 + marks] for thoughtful, structured, analysis.

29. “Some minorities were persecuted because they were rich, and others because they were poor.” What do you understand by this quotation, and to what extent do you agree with it?

Rich minorities were usually also better educated than the majority of the population, and were persecuted because of envy and jealousy, because they were considered as an elite minority, *e.g.* Indians in parts of Africa and Chinese in Malaysia.

Poor minorities usually were despised for their poverty, ignorance and life style. They were often refugees or economic migrants. They were resented because it was thought that they took jobs from the local majority population, and received benefits such as social security, thus proving a burden on the state. They were often regarded as aliens and feared because they had a different and unfamiliar culture.

[0 to 7 marks] for unconnected and unsubstantiated statements.

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

[11 to 13 marks] for consideration of persecution of both rich and poor minorities.

[14 to 16+ marks] for structured answers focused on the quotation and based on specific evidence.

30. In what ways, and to what extent, did attitudes to minorities change in the twentieth century?

The twentieth century saw both horrific cases of persecution, even several instances of genocide and also increased awareness of racial and anti-religious attitudes and the determination of many governments to eradicate these evils. Candidates need to discuss the issues, and decide how, when, where, and if, there were changes. How, could include legislation and education, also increased travel and universal television, so that most people became more familiar with other races, religions and cultures. But on the one hand a global society developed and on the other this often led to increased nationalism and regionalism and hence to conflict (Balkans).

[0 to 7 marks] for insufficient relevant and specific material.

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

[11 to 13 marks] for assessment of how and how far attitudes changed.

[14 to 16+ marks] for focus, balance and intelligent discussion.
