

9.5 Calls for Reform and Responses After 1900

Name: _____ Class: _____ Date: _____ **Total: 12 marks**

KEY WORDS global integration 全球一体化 • rights-based discourses 权利话语
• access to education 受教育机会

Objective

Build the skills to explain **rights-based discourses** 权利话语.

You must be able to:

- state what rights-based discourses challenged
- state the CED’s claim about access and participation
- explain the force of ‘in much of the world’
- state what movements protested about global integration

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ **What was challenged**

Rights-based discourses challenged old assumptions about race, class, gender and religion. Four assumptions, all pre-existing.

■ **Access and participation**

In much of the world, access to education as well as participation in new political and professional roles became more inclusive in terms of race, class, gender and religion.

■ **The qualifier**

“In much of the world” — not everywhere, and the CED declines to claim universality. An answer that generalises has overstated the source.

■ **Protest**

Movements throughout the world protested the inequality of the environmental and economic consequences of global integration. The objection is to the distribution of consequences, not to integration itself.

2 Practice

2.1 State what rights-based discourses challenged. [2]

2.2 State the CED’s claim about access and participation. [2]

2.3 The CED qualifies its claim.

(a) State the qualifier and its force. [2]

(b) State what movements objected to. [1]

3 Exam-style questions

3.1 “In much of the world” indicates the change was [1]

- **A** universal
- **B** widespread but not universal
- **C** rare
- **D** imaginary

3.2 Movements protested the inequality of the consequences of [1]

- **A** global integration
- **B** decolonisation
- **C** vaccination
- **D** urbanisation only

3.3 A movement objects to how the gains of globalisation are distributed rather than to globalisation itself.

- (a) State the distinction. [1]
(b) Explain why it matters for describing the movement. [2]

Solutions

2.1 old assumptions about race, class, gender and religion.

2.2 access to education and participation in new political and professional roles became more inclusive in terms of race, class, gender and religion.

2.3 (a) “in much of the world”, which stops short of claiming universality. (b) the inequality of the environmental and economic consequences of global integration.

3.1 B. widespread, with a limit.

3.2 A. global integration.

3.3 (a) the objection is to distribution, not to integration. (b) describing it as opposition to globalisation misstates its demand, which is a different distribution rather than an end to the process.