Diploma Programme
Programme du diplôme
Programa del Diploma

Markscheme

May 2025

History

Higher and Standard level

Paper 2

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Marks	Level descriptor
13–15	Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured and effectively organized. Knowledge of the world history topic is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. The examples that the candidate chooses to discuss are appropriate and relevant and are used effectively to support the analysis/evaluation. The response makes effective links and/or comparisons (as appropriate to the question). The response contains clear and coherent critical analysis. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. All, or nearly all, of the main points are substantiated, and the response argues to a consistent conclusion.
10–12	The demands of the question are understood and addressed. Answers are generally well structured and organized, although there is some repetition or lack of clarity in places. Knowledge of the world history topic is mostly accurate and relevant. Events are placed in their historical context, and there is some understanding of historical concepts. The examples that the candidate chooses to discuss are appropriate and relevant and are used to support the analysis/evaluation. The response makes effective links and/or comparisons (as appropriate to the question). The response contains critical analysis, which is mainly clear and coherent. There is some awareness and evaluation of different perspectives. Most of the main points are substantiated and the response argues to a consistent conclusion.
7–9	The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach. Knowledge of the world history topic is mostly accurate and relevant. Events are generally placed in their historical context. The examples that the candidate chooses to discuss are appropriate and relevant. The response makes links and/or comparisons (as appropriate to the question). The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
4–6	The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence. Knowledge of the world history topic is demonstrated, but lacks accuracy and relevance. There is a superficial understanding of historical context. The candidate identifies specific examples to discuss, but these examples are vague or lack relevance. There is some limited analysis, but the response is primarily narrative/descriptive in nature rather than analytical.
1–3	There is little understanding of the demands of the question. The answer is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task. Little knowledge of the world history topic is present. The candidate identifies examples to discuss, but these examples are factually incorrect, irrelevant or vague. The response contains little or no critical analysis. The response may consist mostly of generalizations and poorly substantiated assertions.
0	Answers do not reach a standard described by the descriptors below.

Markbands for paper 2

Examiners are reminded of the need to apply the markbands that provide **the "best fit"** to the responses given by students and to **award credit wherever it is possible to do so**. If an answer indicates that the demands of the question are understood and addressed but that **not all implications are considered (for example, compare or contrast; reasons or significance; methods or success)**, then examiners should not be afraid of using the full range of marks allowed for by the markscheme:
as such, responses that offer good coverage of some of the criteria should be rewarded accordingly.

For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate's work please contact your team leader.

Topic 1: Society and economy (750–1400)

1. Examine the social and economic impact of famine and diseases on **two** societies, each chosen from a different region, in the period 750–1400.

The question requires that students consider the interrelationship between famine and disease and their social and economic impact. The two societies must be from different regions. Impact may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Students may offer equal coverage of disease and famine, or they may prioritize their examination of one of them. However, both aspects will be a feature of the response.

Students may consider the impact of the European Great Famine (1314-1315), which increased criminality and weakened resilience to Black Death, which in turn reduced the hold of landowners over their labourers. Pandemics were rare until the 14th century and students may examine the impact of local outbreaks of endemic disease. Other famines to be examined may include those during the 14th century Tughlaq dynasty in India and in 1200-1201 in Egypt, which led to increased migration, economic decline and/or cannibalism; Baybars I mitigated the social and economic impact of the 1264 Egyptian famine, however. Famine and disease could provoke the questioning of conventional religion in, for example, Yuan China and Europe during the Black Death.

While other, relevant, interrelationships may be considered, the bulk of the response will remain on that/those raised in the question.

Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. "Methods of transportation changed little in the period 750–1400." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that methods of transportation changed little in the period 750-1400.

Students may consider the uneven progress in improving road networks. Roman roads were sometimes well-maintained and improved but sometimes were not. Increasing use of stone bridges was a welcome change, as was a steady improvement in the quality of wagons, and the use of horses, rather than oxen. But there was no fundamental development, and methods of transport on major routes such as the Silk Road changed little.

Although traditional ships such as dhows and junks remained in use, new navigational instruments such as the astrolabe and quadrant were introduced. Rivers were navigable for long stretches, and extensive canal-building, aided by the introduction of pound locks, enabled difficult stretches of waterway to be bypassed. Major European rivers such as the Rhine and Danube remained vital but were vulnerable in times of disorder. The Grand Canal in China was already established, although it fell into disrepair towards the end of the period.

Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

Topic 2: Causes and effects of wars (750–1500)

3. To what extent was demographic change the most significant effect of **two** wars in the period 750–1500?

The question requires that students consider the merits or otherwise of the statement that demographic change was the most significant effect of two wars in the period 750-1500. The two wars may or may not be from the same region. Effects may span over the end of the timeframe, but they must be clearly linked to the issue raised in the question.

The changes brought about by the Hundred Years War to population growth in France, with towns and villages razed during the conflict, may be considered. The Mongol invasions led to demographic change, with populations often being decimated and nomadic Mongol warriors and their families settling on conquered territory. During the Crusades, European control of conquered land led to demographic change. The devastating impact on local populations of the arrival of Columbus in Central America may be considered. Other significant effects may be considered, such as the shifting of borders or the impact of changes in the ruling elite. Forced religious conversion as well as financial hardship resulting from punitive taxes imposed on conquered populations may also be considered.

Students may agree, partly agree or disagree with the suggestion, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

4. Compare and contrast the causes of **two** wars in the period 750–1500.

The question requires that students give an account of the similarities and differences between the causes of two wars in the period 750-1500. There does not need to be an equal number of similarities and differences. The two wars may or may not be from different regions.

For the Crusades, the causes may include access to trade, religious fervour, and the need to distract from the continual violence that plagued societies in Christian Europe. This may be contrasted with the causes of the Hundred Years War that revolved around dynasties and competing claims to territory in France. The Byzantine - Ottoman War was caused partly by religious zeal, but also by the gradual weakening of the Byzantine empire. This may be contrasted with the Mongol war against the Jin Dynasty, which was caused by continual attacks by the Jin on Mongol territory, as well as revenge for the execution of Ambaghai. Other causes may include the desire to establish control over Northern China. The Inca wars of conquest were fuelled by a militaristic society and the need to acquire luxury goods to purchase the loyalty of their subjects, present and future. Comparisons and contrasts may include causes such as imperial reach, dynastic rivalries, religious conversion and population movement due to environmental conditions.

Both similarities and differences must be clearly indicated but there does not need to be an equal number of each. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 3: Dynasties and rulers (750–1500)

5. Evaluate the importance of the nobility and the elite in the administration of **two** dynasties/kingdoms in the period 750–1500.

The question requires that students make an appraisal of the importance or otherwise of the nobility and elite in the administration of two dynasties/kingdoms in the period 750-1500. The two dynasties/kingdoms may or may not be from the same region. Students may offer equal coverage of dynasties/kingdoms, or they may prioritize their examination of one of them. However, both aspects will be a feature of the response.

Students may evaluate the importance of the nobility and elite with reference to their advisory role. They may, for example, refer to the Mongolian Kurultai (or Kuriltai) formed by tribal leaders. Students may also refer to administrative roles fulfilled on behalf of rulers, such as the collection of tribute, as carried out by the Farbas in the Mali Kingdom. Similarly, students may evaluate the importance of the application of justice through, for example, manor courts. Conversely, students may consider challenges presented by nobility and the elite. They may evaluate the opposition exercised by the religious elite through the regulation of marriages and/or divorces, or to the rivalry posed by the nobility or elite through military prowess or de facto rule, as seen in the Kamakura Shogunate in Japan.

While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. "Rulers rarely achieved their aims." With reference to **two** rulers in the period 750–1500, to what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that rulers in the period 750–1500 rarely achieved their aims. The two rulers may or may not be from the same region. Students may offer equal coverage of both rulers, or they may prioritize their assessment of one of them. However, both rulers will be a feature of the response.

Students may, for example, consider aims related to the realisation of dynastic claims and/or their consolidation. For instance, they may refer to Matilda's failed struggle against Stephen. Students may also consider control of internal challenges and may refer to Louis VI 's conflict with the robber barons. Similarly, students may consider the success of economic or social reforms and may consider the Emperor Hongwu's policies, which included bureaucratic and legal reforms, during the founding of the Ming Dynasty. Students may also consider aims related to territorial expansion, such as Mehmed II's conquest of Constantinople. Alternatively, students may consider a ruler's desire to spread or defend a religion and may refer to Richard I's failure to achieve his aims in the Third Crusade.

Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

Topic 4: Societies in transition (1400–1700)

7. Examine the impact of changing patterns of trade on **two** societies, each chosen from a different region, in the period 1400–1700.

The question requires that students consider the interrelationship between changes in patterns of trade and changes in societies, in the period 1400-1700. The two societies must be from different regions. Students may offer equal coverage of both societies, or they may prioritize one of them. However, both societies will be a feature of the response.

Students may consider changes to patterns of trade resulting from colonial expansion. They may refer to the development of mercantilism and the growth of corporations such as Britain's East India Company. Along these lines, students may consider the impact on populations of changing trade patterns. For example, they may examine the emergence of triangular trade, its impetus to transatlantic slave trade, and its social and economic consequences on Africa. Students may also examine the impact of exploration on established patterns of trade. For example, they may refer to Portuguese exploration of West Africa, the establishment of new trade routes, and the decline of commercial centres like Venice and the Trans-Saharan trade.

While other, relevant, interrelationships may be considered, the bulk of the response will remain on that/those raised in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. "Religious change led to discrimination and persecution." Discuss with reference to **two** societies in the period 1400–1700.

The question requires that students offer a considered and balanced review of the view that religious change led to discrimination and persecution in two societies, in the period 1400-1700. The two societies may or may not be from the same region. Students may offer equal coverage of both societies, or they may prioritize their discussion of one of them. However, both societies will be a feature of the response.

Students may refer, for example, to the Protestant Reformation, which was marked by religious change, growing social tensions and lack of religious freedom. They may also consider the Spanish Reconquista, when the religious tolerance of former Muslim territories was replaced by compulsory conversion and the persecution of suspected heretics by the Spanish Inquisition. Similarly, students may consider the indigenous populations in the Americas, who were forced to convert to Catholicism and whose local practices were erased. Conversely, students may argue that not all religious change was marked by discrimination and persecution. For example, the expansion of the Mughal Empire into India maintained a climate of religious tolerance. Likewise, communities conquered by the Incas were not forced to abandon their beliefs if these did not conflict with tribute.

Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 5: Early Modern states (1450–1789)

9. Evaluate the reasons why one state ascended, while another declined, in the period 1450–1789.

The question requires that students make an appraisal of the reasons for the ascendancy of one state and the decline of another in the period 1450-1789, weighing up the importance or otherwise of these reasons. The two states may or may not come from different regions. Students may offer equal coverage of both states, or they may prioritize their evaluation of one of them. However, both states will be a feature of the response.

When appraising the reasons for ascendancy, students may refer to economic aspects of territorial expansion, such as the growth of profitable trade systems, as seen in the Benin Empire. Students may also evaluate the impact of domestic policies, and may refer to Peter the Great's reforms of Russia, which promoted centralisation. When appraising the reasons for decline, students may consider the role of conflict. For example, the French support of the American War of Independence had significant domestic impact. Similarly, students may consider the political implications of succession wars as seen in the Ayutthaya Kingdom; or conquests, as seen in the Spanish defeat of the Inca. Students may also evaluate the impact of the challenges of large bureaucratic systems, as seen in the expanding Mughal Empire.

Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. "The most important rationale for expansion was economic." Discuss with reference to **two** states in the period 1450–1789.

The question requires that students offer a considered and balanced review of the statement that the most important rationale for the expansion of two states, in the period 1450-1789, was economic. The two states may or may not be from the same region. Students may offer equal coverage of both states, or they may prioritize their discussion of one of them. However, both states will be a feature of the response.

When discussing the importance of economic rationales, students may refer to the desire to acquire resources. For example, they may consider the Moroccan invasion of the Songhai Empire, which sought to control the salt and gold trades, or European expansion into South America in pursuit of precious metals and natural resources such as sugar. British expansion into India was motivated by a desire to expand trade, gaining access to new markets and exotic products. Other relevant factors may be discussed, but with a focus on the issue raised in the question. Students may refer to political rationales, such as to the drive to extend hegemony, or to control competing states. They may consider the Ottoman expansion into North Africa, which partially responded to the Ottoman-Mamluk rivalry. Similarly, students may refer to the desire to control strategic areas and may consider Peter the Great's ambition for ice-free ports. They may discuss religious rationales; the Spanish expansion into the Americas had a religious dimension, although students may argue that this was a pretext for gaining control of land and labour.

Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 6: Causes and effects of Early Modern wars (1500–1750)

11. To what extent did technological developments determine the outcome of **two** wars in the period 1500–1750?

The question requires that students consider the merits or otherwise of the suggestion that technological developments determined the outcomes of two wars in the period 1500-1750. The two wars may or may not be from the same region. Students may offer equal coverage of both wars, or they may prioritize their assessment of one of them. However, both wars will be a feature of the response.

Students may argue that technological developments were crucial in determining the outcome of wars in this period. They may refer to the role of gunpowder and steel weapons in the conquest of the Aztec and Inca Empires. Similarly, students may comment on the impact of unequal access to technological developments, as seen during the "Beaver Wars". Students may also consider the significance of innovations in artillery for imperial expansion, and may refer to the Ottoman, Safavid, and Mughal empires, also known as "Gunpowder Empires". Alternatively, students may wish to stress the limitations of technological developments, for example, in the use of matchlocks. By way of contrast, students may also refer to adaptations to artillery innovations, for example, in fortifications, or strategies that favoured siege warfare.

While other relevant factors may be referred to, such as leadership, tactics or logistics, the bulk of the response will remain on the issue raised in the question.

Students may agree, partly agree or disagree with the suggestion, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

12. "Demographic changes and population movements were the most important effects of wars in the period 1500–1750." Discuss with reference to **two** wars, each chosen from a different region.

The question requires that students offer a considered and balanced review of the view that demographic changes and population movements were the most important effects of wars in the period 1500-1750. The two wars must be from different regions. Effects may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of both wars, or they may prioritize their discussion of one of them.

Students may consider the long-term consequences of displaced populations. In the case of the "Beaver Wars", some tribes were compelled to abandon their traditional lands, while others were assimilated. Similarly, students may consider the importance of forced population movements into cities, as seen during the Thirty Years War. There may also be a consideration of population movements in the form of prisoners. For example, during the Japanese invasion of Korea, a small number of captives were repatriated whilst others were sold into slavery. Students may also consider the decline of the indigenous population in Peru following their conquest by the Spaniards. While other relevant effects may be referred to, such as territorial changes or the fall of defeated rulers, the bulk of the response will remain on the issue raised in the question.

Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 7: Origins, development and impact of industrialization (1750–2005)

13. To what extent did the origins of industrialization in **two** countries in the period 1750–2005 depend upon developments in energy and power?

The question requires that students consider the extent to which the origins of industrialisation in two countries in the period 1750-2005 depended upon developments in energy and power. The two countries may or may not be from the same region.

Students may argue that industrialisation depended largely on developments in energy and power. In Britain, the development of the steam engine and the availability of coal were vital for industrialisation, but other factors such as developments in infrastructure, as well as mass production of cloth and other goods, were also important. In the US, the invention and application of electricity transformed industry. There may be consideration of the availability of, and the means to access, oil and coal. In China, the availability of coal as a main source of energy was important but so was a large population, as were government policies under Mao and Deng. In the USSR, the need for electrification was emphasised by Lenin, and was among the aims of Stalin's First Five Year Plan. Other factors such as transportation, infrastructure, availability of raw materials and capital investment may be considered to have contributed more (or less) to industrialization.

Students may agree, partly agree or disagree with the suggestion, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

14. Evaluate the impact of transportation on the development of industrialization of **two** countries in the period 1750–2005.

The question requires that students make an appraisal the impact of developments in transportation on the industrialization of two countries in the period 1750-2005, weighing up their significance or otherwise. The two countries may or may not be from the same region.

The development of roads and canals to move raw materials and manufactured goods was fundamental to industrialization in Britain as it made transportation more cost-effective. There may be evaluation of the importance to industrialization in the US of the building of the Panama Canal and of the trans-continental railway, as these allowed for more rapid communication between the two coasts, while in India the development of a network of railways improved communication, enabling the movement of labour to the cities and the distribution of goods. Similarly, for Brazil, the building of railroads to connect provinces and inland cities to ports spurred on the development of industry in the nineteenth century. It may be noted that, arguably, the absence of effective road and rail communications in sub-Saharan Africa hindered industrialization in countries in that region.

While other, relevant, factors may be referred to, evaluated such as the availability of raw materials, access to investment and the availability of labour, the bulk of the response will remain on the issue raised in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 8: Independence movements (1800–2000)

15. "Non-violent as well as violent methods were essential to the success of independence movements in the period 1800–2000." Discuss with reference to **two** countries.

The question requires that students offer a considered and balanced review of the statement that non-violent as well as violent methods were essential to the success of independence movements in two countries in the period 1800-2000. The two countries may or may not be from the same region. Students may offer equal coverage of violent and non-violent methods, or they may prioritize their discussion of one of them. However, both methods will be a feature of the response.

In India, it may be argued that non-violence was effective only when the imperial power was reluctant to respond with extreme force. In Kenya, the Mau Mau movement used violent methods as did the British government in suppressing the movement before negotiating independence. The Indochinese War may be discussed, where the link between violence in the form of sustained warfare was essential to the achievement of independence. In Algeria, both the violence employed by the FLN, as well as the French forces, brought attention to the revolution, but it was negotiation that led to the Evian Accords. There may be discussion of the impact of the Enlightenment in Brazil, and of the ideology of the French Revolution, which influenced educated elites. The breaking up of the dual kingdom of Portugal and Brazil, and Dom Pedro I's support for independence was, for the most part, not resisted.

Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. "States responded effectively to social and economic challenges in the first 10 years of independence." Discuss with reference to **two** states that gained independence between 1800 and 1990.

The question requires that students offer a considered and balanced review of the statement that states that gained independence between 1800 and 1990 generally responded effectively to social and economic challenges in the first 10 years of independence. The two states may or may not be from the same region. Students may offer equal coverage of social and economic challenges, or they may prioritize their discussion of one of these. However, both aspects will be a feature of the response.

Typical challenges could include the need to stabilise the economy, poor access to education, or inferior roles and status for women or racial groups. Students may discuss the effectiveness of Nehru's corporatist industrial strategy and his policies towards the role of women, education and caste. In Tanzania, Nyerere had increased access to education and healthcare (although in the longer-term problems persisted), and efforts to boost economic growth bore some fruit. In Zimbabwe, the existing economic order, and thus stability, was maintained in the first ten years. Students may discuss the impact of land reform in Ho's North Vietnam, or the struggle of the Irish Republic to clear its debt and deal with problems of poverty and emigration. After independence, Cuba remained economically dependent on the US and vulnerable to the volatility of the sugar market, education remained the preserve of the elite, and problems related to race relations were unaddressed.

Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 9: Emergence and development of democratic states (1848–2000)

17. Evaluate the relative importance of factors that led to the emergence of democracy in **two** states in the period 1848–2000.

The question requires that students make an appraisal of the factors that led to the emergence of democracy in two states in the period 1848-2000, weighing up the importance or otherwise of those factors. The states may or may not come from the same region. Factors may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of the two states or they may prioritize their evaluation of one of them. However, both states will be a feature of the response.

The importance of wars may be evaluated, for example in Germany in 1919 and West Germany in 1949. The leadership of individuals such as Khama in Botswana, Mandela and de Klerk in South Africa and Ambedkar in India may be evaluated. Colonial powers may have been important, for example in Canada through the 1867 Constitution Act, and in Australia through the 1900 Commonwealth Act. There may be evaluation of the roles of political parties such as Congress in India, which joined negotiations over the 1935 Government of India Act, as well as participating in framing the democratic constitution of 1950. In Japan, the role of the American occupiers, led by MacArthur, was decisive.

While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. "Domestic crises had significant political impact." With reference to **two** democratic states in the period 1848–2000, to what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that domestic crises resulted in significant political change in two democratic states, in the period 1848–2000. The two states may or may not be from the same region. Results may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of both states, or they may prioritize their assessment of one of them. However, both states will be a feature of the response.

Students may refer to the crisis in the US in 1967-1968, which saw assassinations and widespread protests. While these events contributed to the resignation of Johnson, they did not prevent some political continuity, represented by Nixon's election victory. The 1979 'Winter of Discontent' in the UK brought an end to the Labour government and made the Thatcher revolution possible. There may be consideration of the impact of Operation Blue Star in Amritsar in 1984, which led to the assassination of Indira Gandhi, although Indian democracy survived. The destructive impact of the Great Depression on Weimar democracy may also be considered.

Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

Topic 10: Authoritarian states (20th century)

19. To what extent was social division the most significant factor in the emergence of **two** 20th century authoritarian states, each chosen from a different region?

The question requires that students consider the merits or otherwise of the suggestion that social division was the most significant factor in the emergence of two 20th century authoritarian states. The two authoritarian states must be from different regions. Students may offer equal coverage of both states, or they may prioritize their assessment of one of them. However, both states will be a feature of the response.

Students may argue that social division was the most significant factor in the emergence of authoritarian states. They may consider the significance of social polarization in increased tensions and may, for example, refer to the divisive role of the church, regional autonomy, and/or political affiliations in Spain's Second Republic. Similarly, there may be consideration of social tensions resulting from economic disparities, and students may refer to the plight of factory workers in Argentina, or peasants in China. Students may consider the contribution of ethnic differences to social divisions and may refer to Duvalier's exploitation of resentment over racial discrimination in Haiti. Conversely, students may argue that authoritarian states emerged from efforts to achieve social unity against external threats, and may refer to Sukarno's and Nyere's nationalist struggles against colonial rule.

While other relevant factors may be referred to, such as economic factors or weak political systems, the bulk of the response will remain on the issue raised in the question.

Students may agree, partly agree or disagree with the suggestion, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

20. "The maintenance of power was dependent on the effective use of propaganda." Discuss with reference to **two** 20th century authoritarian states.

The question requires that students offer a considered and balanced review of the view that maintenance of power in two 20th century authoritarian states was dependent on the effective use of propaganda. The two states may or may not be from the same region. Students may offer equal coverage of both states, or they may prioritize their discussion of one of them. However, both states will be a feature of the response.

Students may consider the role of propaganda in promoting positive perceptions of governments by highlighting their achievements, for example Soviet propaganda, which celebrated industrialization and collectivization. Students may also discuss the role of propaganda in promoting commitment to the state's aims and may refer to mass mobilizations. Similarly, they may discuss the contribution of campaigns, such as the Cultural Revolution, to eradication of the "old" state. Additionally, they may discuss the role of personality cults, as seen in Duvalier's Haiti. There may be consideration of role played by Nazi antisemitic films in identifying internal enemies and promote rallying behind the state. Students may consider the role of propaganda in supporting foreign policy, as seen in the Italian invasion of Abyssinia.

While other relevant factors may be referred to, such as the use of security forces or successful economic policies, the bulk of the response will remain on the issue raised in the question.

Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 11: Causes and effects of 20th century wars

21. Compare and contrast the causes of **two** 20th century wars, each chosen from a different region.

The question requires that students give an account of the similarities and differences between the causes of two 20th century wars, referring to both throughout. There does not need to be an equal number of similarities and differences. The two wars must be chosen from different regions.

The Russian civil war was caused by conflicting ideologies, the failure to gain power through political means, and factors stemming from the end of WW1. This could be compared with the Chinese civil war, which was also ideological and took place in the aftermath of a major war, but there was no attempt to gain power through political means. The causes of WW1 and WW2 included the appeal of nationalism, and the growth of militarism and expansionism, but differed in that, for WW2, economic problems were also a major cause. The causes of the Nigerian civil war may be compared with those of the Vietnam War, with both featuring incomplete decolonisation and conflict that was destructive to both sides. A contrast may be that this took the form of ideology in Vietnam and ethnicity in Nigeria. Long-standing economic inequality and class enmity may be considered causes of the Spanish civil war, and these may be compared with similar causes of the Cuban Revolution of 1959.

Both similarities and differences must be clearly indicated but there does not need to be an equal number of each. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. To what extent did the mobilization of human and economic resources determine the outcome of **two** 20th century wars?

The question requires that students consider the extent to which the mobilisation of human and economic resources determined the outcome of two 20th century wars. Students may offer equal coverage of both human and economic resources, or they may prioritize their assessment of one of them. The two wars may or may not be from the same region.

For WW1, the "total war" policies of the British government contributed to Britain's ability to sustain a long war. The blockades of the North Sea and the English Channel were also significant, as was US entry into the war in 1917. For WW2 in Europe, the failure of Nazi Germany to apply total war policies until 1943 may have damaged its ability to sustain a long war. For WW2 in the Pacific, Japan's full use of human and economic resources proved insufficient to gain victory. There may be consideration of the mobilisation of human resources by North Vietnam to support the Viet Cong in fighting a sustained guerrilla war and the NVA in fighting a conventional war. For the Algerian Revolution, the FLN mobilised support for its guerrilla war but, under De Gaulle, despite the superior resources of the French state, the growing unpopularity of the war at home led to a negotiated peace.

While other relevant factors may be referred to, such as leadership, strategy and technological developments, the bulk of the response will remain on the issue raised in the question.

Students may agree, partly agree or disagree with the suggestion, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

Topic 12: The Cold War: Superpower tensions and rivalries (20th century)

23. "Ideological factors were the most important in determining Sino-Soviet relations between 1947 and 1979." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that ideological factors were the most important in determining Sino-Soviet relations between 1947 and 1979.

Students may argue that ideological factors were most important in determining Sino-Soviet relations. They may consider the role of ideology in prompting the USSR to back the fledgling People's Republic, and for their continuing economic and technical support in the early 1950s. Ideology was also important to the Sino-Soviet Split, brought about by Mao's disapproval of Khrushchev's Secret Speech and Khruschev's espousal of peaceful coexistence. Other relevant factors may be addressed, for example the importance of strategic considerations, as shown by the USSR's refusal to support the People's Republic over the Islands Crisis in the Taiwan Strait, their dispute with India, and Mao's rapprochement with the US in 1972. Even in 1950, Stalin was wary of the People's Republic as a potential rival for leadership of the Communist world, and relations were strained. Personal factors, such as Mao's contempt for Khruschev, which contrasted with his respect for of Stalin, may also be considered. There must, however, be a focus on the issue in the question.

Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

24. "Superpower relations improved rather than worsened as a result of Cold War crises." Discuss with reference to **two** crises, each chosen from a different region.

The question requires that students offer a considered and balanced review of the statement that superpower relations improved rather than worsened as a result of Cold War crises. The two crises must be from different regions. Consequences may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of the two crises or they may prioritize their discussion of one of them. However, both crises will be a feature of the response.

Students may discuss improved relations between the superpowers after the Cuban Missile Crisis, which saw arms control agreements and the establishment of the hotline. While the 1948-1949 Berlin Blockade worsened superpower tensions, the crisis of 1960-1961, while seeing confrontation in the short term, froze the Berlin issue until 1989. The Hungarian crisis barely affected superpower tensions, while Eisenhower's pressure on the UK and France calmed tensions over Suez. There may be discussion of the impact of the Afghan crisis, which brought an end to détente, and the Korean crisis which brought war; tension was only partially reduced by the armistice of 1953.

Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.