

# Markscheme

**May 2025**

**History**

**Higher and Standard level**

**Paper 2**

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Marks	Level descriptor
13–15	<p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p>
10–12	<p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p>
7–9	<p>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.</p> <p>Knowledge of the world history topic is mostly accurate and relevant. Events are generally placed in their historical context.</p> <p>The examples that the candidate chooses to discuss are appropriate and relevant. The response makes links and/or comparisons (as appropriate to the question).</p> <p>The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</p>
4–6	<p>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.</p> <p>Knowledge of the world history topic is demonstrated, but lacks accuracy and relevance. There is a superficial understanding of historical context.</p> <p>The candidate identifies specific examples to discuss, but these examples are vague or lack relevance.</p> <p>There is some limited analysis, but the response is primarily narrative/descriptive in nature rather than analytical.</p>
1–3	<p>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.</p> <p>Little knowledge of the world history topic is present.</p> <p>The candidate identifies examples to discuss, but these examples are factually incorrect, irrelevant or vague.</p> <p>The response contains little or no critical analysis. The response may consist mostly of generalizations and poorly substantiated assertions.</p>
0	<p>Answers do not reach a standard described by the descriptors below.</p>

**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 disease and famine 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. Examine the impact of **two** wars on the role of women in the period 750–1500.

The question requires that students examine the interrelationship between the impact of two wars and the role of women in the period 750-1500. The two wars may or may not be from the same region. Students may offer equal coverage of the two wars, or they may prioritize their examination of one of them. However, both wars will be a feature of the response.

For the Crusades, on the one hand women were often criticized as opposing their husbands going to war, on the other hand they often accompanied them. There are also accounts of women Crusaders who took part in battles. Left at home, noble women would run estates, despite often facing physical and legal challenges. For the Mongol Empire, students may examine the role of wives, who, in the absence of male rulers, often became regents; even lowlier wives were included in the distribution of loot, often making them wealthy. There is some evidence of women warriors having been part of the Moorish attacks on Valencia in the 11th century. There may be some examination of the role of women who followed armies as cooks, nurses, washerwomen or as prostitutes, either to make money or out of necessity, especially if their husbands had gone to war. Women were also often taken as slaves by marauding armies such as the Vikings, who traded in slaves captured during their raids on Britain and along the Volga.

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

### 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 Incan 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 administration of law for the effective government of **two** dynasties/kingdoms in the period 750–1500.

The question requires that students make an appraisal of importance or otherwise of the administration of law for the effective government 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 evaluation of one of them.

When appraising the importance of administration of law for effective government, students may consider the uniform application of law in a context of amalgamated groups/tribes and may refer to the introduction of codes such as the Mongol Yassa. They may also evaluate the importance of safeguarding life and property and may refer to the regulation of civil and criminal law, as provided by the Kievan Russkaya Pravda.

Additionally, there may be an evaluation of legal limits placed on governing bodies, and students may refer to the Magna Carta and the restrictions it placed on rulers. Similarly, students may make an appraisal of importance of law enforcement in maintaining social order, referring, for instance, to the swift application of harsh punishments in the Inca Empire, which arguably kept crime levels low.

Other relevant factors may be addressed, for example the importance of support from churches or the quality of the leadership provided by rulers, but with a focus on the issue in the question.

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 failed participation 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.

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.

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 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 industrialization 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 industrialization depended largely on developments in energy and power. In Britain, the development of the steam engine and the availability of coal were vital for industrialization, 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. "The impact of industrialization was mostly beneficial to the standard of living." Discuss with reference to **two** countries in the period 1750–2005.

The question requires that students offer a considered and balanced review of the statement that the impact of industrialization was mostly beneficial to the standard of living in two countries in the period 1750-2005. The two countries may or may not be from the same region. Impact may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Students may offer equal coverage of the two countries, or they may prioritize their discussion of one of them.

In Britain, the initial impact of industrialization was harmful to health, with workers enduring harsh conditions in mines and factories and living in overcrowded towns and cities. Over time, however, legislation reduced working hours and improved public health. Mass production also made goods cheaper and more available, improving the standard of living. There may be discussion of China, where industrialization as part of Mao's economic policy led to the movement of people to cities, where opportunities for education and better health care were available, although rural areas remained poor. Similarly, in the USSR, it may be argued that Stalin's Five-Year Plans gave workers access to improved living standards in the cities, which contrasted with widespread poverty in the countryside. There may be discussion of the rapid growth of cities, which commonly led to overcrowding, exacerbated by the spread of manufacturing to countries where the cost of labour was cheaper, where wages were kept low, and where working conditions were hazardous.

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 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. 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.

Students may choose different factors to evaluate. The importance of wars may be evaluated, for example in Germany in 1919 or in relation to West Germany in 1949. The leadership of individuals such as Mandela and de Klerk in South Africa and Nehru 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, may be considered 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 and widespread anti-war protests. While these events contributed to the decision by Johnson not to stand for re-election, they also impacted the victory of Nixon, the Republican candidate in the November election. The 1979 ‘Winter of Discontent’ in the UK brought an end to the Labour government and would lead to what became known as the “Thatcher revolution”. 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 increasing 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 with reference to the plight of factory workers in Argentina that contributed to the emergence of Peron, or the poverty of peasants in China that contributed to the emergence of Mao. 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. To what extent was the use of force the most important factor in the maintenance of power in **two** 20th century authoritarian states?

The question requires that students consider the merits or otherwise of the suggestion that the use of force was the most important factor in the maintenance of power in two 20th century authoritarian states. The two authoritarian states may or may not be from the same region. 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.

When considering the importance of the use of force in the maintenance of power, students may refer to the control of opposition. They may, for example, assess the role of violence in mass mobilizations, such as Mao's Hundred Flowers campaign and the Great Proletariat Cultural Revolution. There may be a consideration of the role of imprisonment and torture, with reference to the systematic "disappearances" in Chile, or to the Soviet Gulags. Students may also consider the role of security forces, such as Pinochet's DINA or Hitler's Gestapo. They may also consider how in some authoritarian states, relatively few secret police were required as there was a network of local informers. Similarly, students may consider the use of legal methods with reference made, for example, to Stalin's Show Trials. While other relevant factors may be referred to, such as leadership or propaganda, 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 11: Causes and effects of 20<sup>th</sup> century wars

21. “Technological developments won wars.” With reference to **two** 20<sup>th</sup> century wars, each chosen from a different region to what extent do you agree with this statement?

The question requires that students consider the extent to which technological developments were the main reason for victory being achieved in two 20<sup>th</sup> century wars. The two wars must be chosen from different regions. 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.

For the Spanish civil war, it may be argued that technological support from Nazi Germany and Fascist Italy contributed to the victory of Nationalists over the Republicans. Soviet arms were not as effective for the Republicans and aid was often directed to pro-Stalinist groups. For the Chinese civil war, the USSR gave the PLA captured Japanese arms, but this probably mattered less than effective guerrilla tactics and popular support in defeating the Guomindang (GMD). The withdrawal of US support in 1948 also contributed to the defeat of the GMD. There may be consideration of the role of technological developments in artillery and tanks in WWI, which arguably assisted the Allied Powers more than the Central Powers, although other factors such as US entry into the war may be considered more significant. For WWII, in both the Atlantic and the Pacific, for example, aircraft carriers played a major role in winning decisive battles. Radar and sonar were also developed, as was cryptography. The development of the A-bomb may be considered important to the timing of the Japanese surrender.

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.

22. “Territorial changes were the most significant consequences of war.” Discuss with reference to **two** 20<sup>th</sup> century wars, each chosen from a different region.

The question requires that students offer a considered and balanced review of the statement that territorial changes were the most significant consequence of two 20<sup>th</sup> century wars. The two wars must be chosen from a different region. Students may offer equal coverage of the consequences of both wars, or they may prioritize their review of one of them. However, both wars will be a feature of the response.

After WWI, there were significant territorial changes in Europe that underpinned political and economic change in Germany, Italy and Austria-Hungary. The repercussions were long-lasting and contributed to the outbreak of WW2. Students may discuss the Balkan Wars of 1912-13, which were fought to gain a re-distribution of Ottoman territory and the failure or success of different combatants may be seen to have contributed to the outbreak of WWI. After WWII in Europe and in the Pacific, the victors limited territorial changes to avoid the consequences experienced after WWI, but students may refer to the division of Germany and Korea as being significant for post-war diplomacy. There may be discussion of the 1967 Arab-Israeli conflict, which left long-lasting effects due to the occupation of the Golan Heights, Gaza and the West Bank. Other consequences that may be considered of greater or lesser significance include the emergence of extreme ideologies, the shifts in global supremacy and economic changes that transformed the fortunes of the belligerents, but there must be a focus 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 12: The Cold War: Superpower tensions and rivalries (20th century)

23. “The USSR was more responsible than the US for the emergence of superpower rivalry in Europe between 1943 and 1949.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the USSR was more responsible than the US for the emergence of superpower rivalry in Europe between 1943 and 1949. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question.

Students may assess the impact of the USSR’s ‘salami tactics’ in Eastern Europe that broke promises made by Stalin at Yalta, and played a role in the Czech coup of 1948. Despite this, in accordance with the Percentages Agreement, promises not to intervene in Greece were honoured. The USA’s Truman Doctrine and Marshall Plan increased superpower rivalry, as did the Allies’ decision to unify Trizonia and introduce a new currency in West Germany. The USSR wanted Germany punished and weakened, not rebuilt, as shown by her treatment of East Germany. The USSR’s blockade of Berlin made rivalry worse, as did the formation of a US-led NATO. Students may weigh the impact of US secrecy over its development of nuclear weapons and the failure of the Baruch Plan.

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. “Confrontation was more important than reconciliation in ending the Cold War.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that confrontation was more important than reconciliation to ending the Cold War.

Students may weigh the importance of conciliatory acts such as the Soviet withdrawal from Afghanistan, Gorbachev’s ‘Sinatra Doctrine’ in Eastern Europe, and his offer of the ‘zero option’ in nuclear diplomacy. In time, both Gorbachev and Reagan adopted more conciliatory styles, which were mirrored in Gorbachev’s domestic reform programme, culminating in Reagan’s abandonment of the ‘evil empire’ description of the USSR. Both sides showed willingness to engage in ambitious arms reduction programmes for the first time (for example, the INF treaty and START). These examples may be weighed against Reagan’s initially inflammatory rhetoric, coupled with increased arms spending and SDI, and his disavowal of détente. Students may consider whether this hard-line approach exerted significant pressure on the USSR, or whether economic considerations were more important. Other relevant factors may be addressed, for example the strength of NATO leadership at this time, notably Reagan, Thatcher, Kohl and Mitterrand, which strengthened western resolve, but with a focus on the issue in the question. The focus must, however, be on policies and events that led to the end of the Cold War.

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.

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