

Markscheme

November 2025

History

Higher / Standard level

Paper 2

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Markbands for paper 2

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. 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. 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. 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. 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. 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>

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. Discuss the impact of developments in taxation on **two** medieval societies.

Students will make an appraisal of the impact of developments in taxation on two medieval societies. Students may offer equal coverage of both societies, or prioritize their discussion of one of them. However, both societies will be a feature of the response. Students may evaluate the impact on England of the Saladin tax to finance the Crusades. This proved onerous for the merchant and lower classes. Under King John, increased taxes to finance war contributed to the unrest of the barons leading to conflict with the monarchy. In Aztec society, taxation took the form of payment in goods and labour with a corvee used to build cities and infrastructure. Conquered peoples would be required to pay taxes that were often onerous. In Song dynasty China, taxation, imposed uniformly across the empire, targeted the wealthier merchant classes and helped finance the army. In 'Abbasid Egypt, the weight of taxation on Coptic Christians led to a series of rebellions. Students' opinions and conclusions will be clearly expressed and supported by appropriate evidence.

2. "Religious minorities were treated harshly." With reference to **two** medieval societies, to what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that religious minorities were treated harshly with reference to medieval societies. 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 assessment of one of them. However, both societies will be a feature of the response. Students may consider the treatment of religious minorities in Mongol society, where despite brutal treatment of conquered populations, there was tolerance of different faiths. In Northern Europe, there was persecution of Jews with hatred of non-Christians stirred up by the Crusades. Many Jews fled to the more tolerant Ottoman empire that benefitted economically from their commercial skills. Under the rule of the Mamluk Sultanate, there was some tolerance of the Jewish and Christian communities although there was pressure to unify Muslims under the Sunni faith. While other, relevant, factors may be referred to, 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 and sound argument.

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

3. With reference to **two** wars, each chosen from a different region, to what extent were dynastic disputes the main cause of conflict in the period 750–1500?

Students will consider the merits or otherwise of the suggestion that dynastic disputes were the main cause of conflict in the period 750-1500. The two wars must be from different regions but they may or may not have been contemporaneous with each other. Discussion of causes may predate the time-frame but it must be clearly linked to the issue raised in the question. Students may offer equal coverage of the causes of each conflict or they may prioritize their assessment of one of them. However, both wars will be a feature of the response. A comparative approach may or may not be used. Students may consider the civil wars between various clans which characterised the Sengoku period in 15th century Japan, the succession struggles between various rulers of the Delhi sultanate or the wars between the descendants of Genghis Khan. The Hundred Years War was a dynastic dispute between the Plantagenets and the Valois over the right to rule France. While other, relevant, factors such as religion, economic factors or competition over trade routes may be discussed, 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 and conclusions will be clearly expressed and supported by appropriate evidence.

4. “Dynastic change was the most significant effect of wars in the period 750-1500.” Discuss with reference to **two** wars, each chosen from a different region.

Students will offer a considered and balanced review of the statement that dynastic change was the most significant effect of wars in the period 750-1500. The two wars must be from different regions but they may or may not have been contemporaneous with each other. Discussion of effects may extend beyond the time-frame but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of the effects of each war, or they may prioritize their discussion of one of them. However, both wars will be a feature of the response. A comparative approach may or may not be used. Students may discuss the significance of the replacement of the Anglo-Saxon rulers as a result of the Norman Conquest of England (1066), or the establishment of a new Malian dynasty after Sundiata Keita’s victory over Sosso (1235). Wars between the Hoysala Empire and the Kakatiyas led to the establishment of the Vijayanagara Empire in southern India. While other, relevant, effects may be referred to, such as boundary and religious changes, the bulk of the response will remain on the issue raised in the question and students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 3: Dynasties and rulers (750–1500)

5. “The support of the nobility and the elite was the most important factor in helping dynasties maintain their power in the period 750–1500.” Discuss with reference to **two** dynasties, each chosen from a different region.

Students will offer a considered and balanced review of the statement that the support of the nobility and the elite was the most important factor in helping dynasties maintain their power in the period 750-1500. The two dynasties must be from different regions but they may or may not have been contemporaneous with each other. Students may offer equal coverage of the two dynasties, or they may prioritize their discussion of one of them. However, both aspects will be a feature of the response. A comparative approach may or may not be used. Students may discuss the importance of military support to the Ashikaga shogunate from the Samurai in Japan or from the nobility to English monarchs during the Hundred Years' War. Cultural elites boosted the prestige of the Medicis and the Venetian Doges; wealthy landowners supported the 'Abbasid caliphate and the Spanish Christian monarchs; the scholar-official elite had a key role in Ming China, while the noble class, including military orders such as the Eagle warriors, lent symbolic authority to the Aztec kings. 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. With reference to **two** kingdoms, each chosen from a different region, to what extent were internal challenges to rulers mainly motivated by issues of succession in the period 750–1500?

Students will consider the merits or otherwise of the suggestion that internal challenges to rulers were mainly motivated by issues of succession in the period 750-1500. The two kingdoms must be from different regions but they may or may not have been contemporaneous with each other. Students may offer equal coverage of each kingdom, or they may prioritize their assessment of one of them. However, both kingdoms will be a feature of the response. A comparative approach may or may not be used. Students may consider the disputed succession to the Byzantine Emperor Andronikos II, or the infighting between Turkic and Afghan factions which weakened the Delhi Sultanate. They may also consider the internal strife in Castile as a result of the disputed succession to Alfonso X. Succession disputes contributed to the instability known as the Five Dynasties and Ten Kingdoms which followed the collapse of the Tang in China. While other, relevant, factors may be referred to, such as weak leadership or oppressive use of power, 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 4: Societies in transition (1400–1700)

7. Evaluate the impact of population movement on social and economic change in **two** societies.

Students will make an appraisal of the impact of population movement on social and economic change in two societies. The two societies may or may not be from the same region and may or may not be contemporaneous with each other. Students may offer equal coverage of social and economic change, or they may prioritise one. However, both will be a feature of the response. In order to evaluate the impact of population movement, students may consider that in North America, the inward movement of economic and religious migrants both diversified and exploited social and economic structures. Environmental crises contributed to population movement in “Manchu” lands and to the invasion of Ming China with significant social and economic consequences. The transportation of slaves to the Americas enriched slavers and led to a weakening of economies and communities in both East and West Africa. In England, enclosures increased population movement to towns impacting Elizabethan Poor Law reforms. 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.

8. “Religious expansion and conversion were achieved mainly through peaceful means.” Discuss with reference to **two** societies.

Students will offer a considered and balanced review of the statement that religious expansion and conversion in two societies were mainly achieved through peaceful means. The two societies may or may not be from the same region and may or may not be contemporaneous with each other. Students may offer equal coverage of religious expansion and conversion or prioritise the discussion of one of them. In Europe the expansion of Protestantism was achieved through increased literacy and the printing of the Bible in the vernacular, but marauding armies also violently enforced either Catholicism or Protestantism. In Mughal India, there was tolerance of non-Muslims, but conquest also spread the Islamic faith. In the Americas, the conquistadores spread Christianity mostly by force compelling the indigenous populations to adopt Catholicism. In the Kingdom of Kongo, the Portuguese used firearms and kidnapped nobles, taking them to Portugal and then returning them as Christians although this conversion was often short-lived. While other, relevant, factors, such as access to resources or a belief in salvation may be referred to, the bulk of the response will remain on the issue raised in the question and students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 5: Early Modern states (1450–1789)

9. Compare and contrast the models of government of **two** colonial empires in the period 1450–1789.

Students will give an account of the similarities and differences between the models of government of two colonial powers in the period 1450-1789, referring to both throughout. The two colonial empires may or may not be from the same region and they may or may not have been contemporaneous with each other. For comparison, both Spain and Portugal appointed Viceroy's who were granted extensive plenipotentiary powers, similar to British governors of Crown colonies such as Jamaica. Both the British and the Dutch authorized trading companies to govern in India and the East and West Indies respectively. For contrast, some British colonies such as Pennsylvania and Massachusetts, had more autonomy than elsewhere; colonial assemblies had considerable power to implement social and economic policy. In general, the British Empire's structure was more complex and evolving, with, for example, the appointment of the first Governor-General of India in 1774. For comparison, both Spain and Portugal had Councils of the Indies to oversee colonial affairs, and, as in British North America, colonial assemblies were emerging in Dutch Batavia and Colombo. 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.

10. "Conflict with other states was the most important challenge to colonial rule." Discuss with reference to **two** colonial empires.

Students will offer a considered and balanced review of the statement that conflict with other states was the most important challenge to colonial rule in the period 1450-1789. The two empires may or may not be from the same region and they may or may not have been contemporaneous with each other. Students may offer equal coverage of the two empires, or they may prioritize their discussion of one of them. However, both empires will be a feature of the response. A comparative approach may or may not be used. Students may consider French support for the internal challenges to the British posed by North American rebels and Indian rulers. They may consider the challenge of English privateers to Spain in South America and the West Indies, as well as successive Anglo-Spanish wars. The Dutch were faced by aggressive French and British traders in the East Indies. While other, relevant, factors may be referred to, such as indigenous dissent, bureaucratic incompetence, and relative economic decline, 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 6: Causes and effects of Early Modern wars (1500–1750)

11. To what extent did the mobilization of human and economic resources determine the outcome of **two** Early Modern wars?

Students will consider the merits or otherwise of the suggestion that the mobilization of human and economic resources determined the outcome of two Early Modern Wars. The two wars may or may not be from the same region and may or may not be contemporaneous. Students may offer equal coverage of the two wars, or they may prioritize their assessment of one of them. However, both wars will be a feature of the response. Students may consider the victory of Parliamentary forces in the English Civil War where the Royalists lacked equivalent economic resources. The Spanish invasion of the Aztec Empire demonstrated that technology overcame the access of indigenous rulers to vast human and economic resources. The Moroccan invasion of the Songhai Empire used guns and cannon against a less well-equipped enemy to determine the outcome. The Japanese invasion of Korea in 1592-1598 saw mobilization of human and economic resources but the Japanese forces withdrew despite their use of modern weaponry and the amassing of huge armies. Students may agree, partly agree or disagree with the suggestion but their opinions and conclusions will be clearly expressed and supported by appropriate evidence.

12. “The most significant impact of war was religious change.” Discuss with reference to **two** Early Modern wars.

Students will offer a considered and balanced review of the statement that the most significant impact of war was religious change. The two wars may or may not be from the same region and may or not be contemporaneous. Students may discuss the Thirty Years War that significantly impacted religious affiliation although it may be argued that the devastation leading to famine and economic hardship was of greater significance. The English Civil War appeared to have a significant impact on religious practice, but this may be balanced against the political impact of the Interregnum. In the Americas, the significance of forced religious conversion by the conquistadores may be balanced against the significance of the exploitation of indigenous societies and the implementation of the encomienda system. In Africa, the Ethiopian-Adal War led to the Islamisation of some of the coastal regions but, despite the Adelite occupation, Ethiopia remained predominantly Christian. In Asia, the Mughal conquests did see the spread Islam into India but there was also tolerance of the Hindu religion. 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 7: Origins, development and impact of industrialization (1750–2005)

13. Evaluate the contribution of **two** individuals, each chosen from a different region, to the origins of industrialization in the period 1750–2005.

Students will make an appraisal of the contribution of two individuals to the origins of industrialization, weighing up the importance or otherwise of the two chosen individuals. The two individuals must be from different regions, but they may or may not have been contemporaries with each other. Students may evaluate the impact James Watt had on commodity production through his improvement to the steam engine. Samuel Slater's contribution to the creation of the cotton mill may be linked to advances in the American textile industry. For Egypt, students may evaluate the contribution of Muhammad Ali whose investment in factories and irrigation canals saw an increase in cotton production. A lack of coal deposits in Egypt, however, limited the effectiveness of the industrialization. In Japan after the Meiji Restoration, Sakichi Toyoda invented the automatic loom which improved the efficiency of the textile industry. Students may offer equal coverage of both individuals or they may prioritize their evaluation of one. However, both aspects will be a feature of the response. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. To what extent did industrialization lead to improvements in life expectancy in **two** countries, each chosen from a different region, in the period 1750–2005?

Students will consider the merits or otherwise of the suggestion that industrialization led to improvements in life expectancy in two countries. The two countries must be from different regions, but they may or may not have been contemporaneous with each other. Students may offer equal coverage of the two countries, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. A comparative approach may or may not be used. Students may consider the improvement in Europe between 1800 and 1900 where life expectancy rose from 33 years to 42 years. In China between 1973 and 2013 emissions increased by ten times, resulting in millions of deaths being attributed to pollution each year. Industrialization in the United States in the late nineteenth century saw large numbers of rural dwellers move to the city where accommodation was limited. Urban slums with open sewers often gave rise to disease and illness which could cause premature death. Poor working conditions in factories resulted in accidents and often early death. While other, relevant, factors may be referred to, 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.

Topic 8: Independence movements (1800–2000)

15. “The impact of war was the most significant factor in the rise of independence movements.” Discuss with reference to **two** independence movements.

Students will offer a considered and balanced review of the statement that the impact of war was the most significant factor in the rise of independence movements. The two independence movements may or may not be from the same region and may or may not be contemporaneous. Students may argue that in Vietnam the return to French colonial rule after World War Two galvanised the movement for independence. Other factors such as the charismatic leadership of Ho and the appeal of Communism may be seen as more or less significant. For Egypt, World War One may be considered significant with the agreement to withdraw British forces. British influence remained, however and reference may be made to the Anglo-Egyptian Treaty of 1936, partly motivated by the Italo-Abyssinian War. The independence of Bolivia from Spain may be discussed with reference to the impact of the Peninsular War, but also the charismatic leadership of Simon Bolivar. The impact of World War One on the demand for independence in Czechoslovakia from the Austro-Hungarian Empire (or Poland or the Baltic States from the Russian Empire) may be discussed and balanced against the significance of leadership and the Paris peace treaties. 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.

16. With reference to **two** states, to what extent were responses to economic challenges effective in the first 10 years of independence?

Students will consider the merits or otherwise of the suggestion that responses to economic challenges in the first ten years of independence were effective. The two states may or may not be from the same region and may or may not be contemporaneous. Students may offer equal coverage of the two states, or they may prioritize their assessment of one of them. However, both states will be a feature of the response. Students may consider that in Tanzania, the creation of “ujamaa” villages brought some benefits but by 1970, there was a shortfall in grain production and growing discontent. In Cuba, independence from Spain was achieved but wealth flowed to US corporations and wealthy landowners. In India, state investment in heavy industries and import replacement met with only limited success. In Poland the 10 years following independence were economically difficult but the period of *Sanation* with more free-market policies, low taxation and support for the expansion of industry may be considered quite successful. Students may agree, partly agree or disagree with the suggestion opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

17. To what extent did the aftermath of war encourage the emergence of democracy in **two** states, each chosen from a different region?

Students will consider the merits or otherwise of the statement that the aftermath of war encouraged the emergence of democracy in two states, each chosen from a different region. The two states must be from different regions, but they may or may not have been contemporaneous with each other. Students may offer equal coverage of the two states, or they may prioritize their assessment of one. However, both states will be a feature of the response. A comparative approach may or may not be used. Students may consider the aftermath of the First World War which encouraged the emergence of democratic Weimar Germany in 1919. In Japan the destruction of government institutions during the Second World War led to the introduction of a parliamentary democracy in 1947. In Argentina, the aftermath of the Falklands/Malvinas War destroyed any remaining support for the Galtieri regime and saw the introduction of democracy in 1983. In the Middle East the impact of the Holocaust contributed to the establishment of democratic Israel in 1948. Students may agree, partly agree or disagree with the suggestion but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. Evaluate the impact of civil protests on the development of **two** democratic states.

Students will make an appraisal of the impact of civil protests on the development of two democratic states. The two states may or may not be from the same region and they may or may not have been contemporaneous with each other. Students may offer equal coverage of both states, or they may prioritize their examination of one. However, both aspects will be a feature of the response. A comparative approach may or may not be used. Students may consider the Reichstag Bloodbath in Weimar Germany in 1920 and its impact on legislation regarding union activity. In Australia the 1970 Vietnam Moratorium led to the largest protests in Australian history and contributed to the lowering of the voting age from 21 to 18. Students may evaluate the impact of civil protests against the Allende government in the early 1970s, directly threatening the viability of the democratically elected government in Chile. The 1963 March on Washington in the United States and its impact on the 1964 Civil Rights Act may also be evaluated. 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.

Topic 10: Authoritarian states (20th century)

19. Evaluate the importance of economic factors in the emergence of **two** authoritarian states.

Students will make an appraisal of the importance of economic factors weighing up their importance or otherwise on the emergence of two authoritarian states. The two states may or may not be from the same region. Students may offer equal coverage of both states or prioritise the emergence of one of them. Discontent over the German reparation payments, exacerbated by the Great Depression may be seen as important to the emergence of the NSDAP but other factors such as the “backstairs intrigue”, Reichstag Fire and Enabling Act may be seen as more, or less, important. For the PRC, the inflationary policies of the GMD and its neglect of the peasantry may be weighed against the military prowess and propaganda of Mao. For Perón, the importance of economic discontent among the working class may be weighed against his charismatic personality. For Nasser, land reform was important in gaining support but his skilful discrediting of Naguib was also important. 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.

20. “Charismatic leadership was the key factor in the maintenance of power.” With reference to **two** authoritarian states, to what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that charismatic leadership was the key factor for the maintenance of power in two authoritarian states. 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 assessment of one of them. However, both states will be a feature of the response. Students may consider Cuba under Castro whose charismatic personality was renowned, but popular social policies and force used against opponents were also key. For the USSR, it may be argued that Stalin had no charisma, but propaganda created his image as a father figure. Other key factors may include the GULAGs, industrialisation and Soviet victory in World War Two. For the PRC, Mao’s charismatic leadership and skilful use of propaganda increased his popularity to mythic proportions, along with ruthless campaigns against opponents. In Nazi Germany, popular response to events such as the Nuremburg Rallies demonstrated Hitler’s charisma, although economic policies as well as the suppression of all dissent may also be key factors. 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 11: Causes and effects of 20th-century wars

21. To what extent were territorial disputes the most important cause of **two** 20th-century wars?

Students will consider the merits or otherwise of the suggestion that territorial disputes were the most important cause of two 20th-century wars. The two wars may or may not be from the same region and they may or may not have been contemporaneous with each other. Causes may predate the time-frame but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of the causes of both wars, or they may prioritize their assessment of one of them. However, both wars will be a feature of the response. A comparative approach may or may not be used. Students may consider Hitler's claims to Danzig and the Polish Corridor which triggered World War Two or Argentina's claims to the Malvinas/Falklands in 1982. Disputes over the West Bank, Jerusalem, Golan Heights and Gaza were a cause of the Six Day War, while friction over Kashmir was a factor in the Indo-Pakistani wars. While other, relevant, factors may be referred to, such as ideology or ethnic conflict, 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.

22. "Foreign involvement was the most important factor leading to victory in civil wars." Discuss with reference to **two** 20th-century civil wars, each chosen from a different region.

Students will offer a considered and balanced review of the statement that foreign involvement was the most important factor leading to victory in two 20th-century civil wars. The two wars must be from different regions, but they may or may not have been contemporaries/contemporaneous with each other. Students may offer equal coverage of the two wars, or they may prioritize their discussion of one of them. However, both wars will be a feature of the response. A comparative approach may or may not be used. Students may discuss the importance of German and Italian involvement to Nationalist victory in the Spanish Civil War. The Egyptians and Saudis were on opposite sides of the North Yemeni Civil War and shaped the peace. There may be discussion of the importance of Russian and British support to the Nigerian government in their war against the Biafran Secession. While other, relevant, factors may be discussed, such as the role of tactics and leadership, 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 12: The Cold War: Superpower tensions and rivalries (20th century)

23. With reference to the period 1981–1991, to what extent was the arms race the most important factor in bringing an end to the Cold War?

Students will consider the merits or otherwise of the suggestion that the arms race was the most important factor in bringing an end to the Cold War. Students may refer to the economic pressure of the arms race, particularly on the USSR, which encouraged a desire to improve relations. Reagan's increased military spending on conventional forces and the threat of SDI increased that pressure. Early arms control agreements had failed to prevent continuing escalation, and increased cost, of increasingly sophisticated nuclear weapons. Students may consider the importance of Reagan's willingness to abandon his aggressive anti-Soviet stance and to agree reductions in nuclear weaponry, and of the trust which developed between him and Gorbachev, leading to arms reduction treaties such as INF and START which signalled the end of the Cold War. Students may also consider the role of Gorbachev's revolutionary foreign policy known as the 'Sinatra Doctrine' which meant that Soviet-supported Eastern European satellite states which had failed to achieve legitimacy now largely abandoned communism. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. Examine the impact of the Cold War on culture and society in **two** countries, each chosen from a different region.

Students will consider the interrelationship between the Cold War and culture and society in two countries each chosen from a different region. Students may offer equal coverage of both countries or they may prioritize their examination of one of them. However, both countries will be a feature of the response. For the US, McCarthyism, investment in science in education and the Apollo moon landings all impacted society and culture. The promotion of jazz concerts abroad and exhibitions of modern art symbolised free expression and Hollywood films showed Communism in a bad light. In the USSR, there was strict censorship of news and media whilst state propaganda spread fear of nuclear war and the need for vigilance against the West. The censorship of Pasternak may be mentioned and his being prevented from accepting the Nobel Prize for Literature. In Western European countries, a reaction to the Cold War was evident through the growth of the CND in the UK, and the 68ers in Italy, France and Germany. In Albania, the Cold War was central to the imposition of control over every aspect of culture and society. While other relevant interrelationships may be considered, the bulk of the response will remain on those raised in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.
