

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 population, 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 religious disputes the main cause of conflict in the period 750–1500?

Students will consider the merits or otherwise of the suggestion that religious 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 war, 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 Crusaders' aim to reclaim the Holy Land for Christianity, the Mughals' jihads against Hindu kingdoms or the religious zeal which drove the expansion of the Almoravids in North Africa. The Reconquista of the 8th to 15th centuries was promoted by the Spanish Church and the papacy. Students may point out that religion was often bound up with other motives, such as the quest for land and profit, but 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. To what extent was peacemaking successful after **two** wars, each chosen from a different region, in the period 750–1500?

Students will consider the merits or otherwise of the suggestion that peacemaking was successful after two 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. Analysis of the degree of success may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Students may offer equal coverage of each war, 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 temporary success of the Treaty of Shaoxing (1141) in easing tensions after the Chinese Jin-Song Wars, the relative peace and prosperity of 'Pax Mongolica' after the Mongol Wars of Conquest, or the successful diplomacy which established peace after the expansion of Malian and Ghanian Empires. However, Timur repeatedly failed to make lasting peace agreements, and the Mamluks were unable to make peace with the Ottomans. Students may agree, partly agree or disagree with the suggestion but their opinions and conclusions will be clearly expressed 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, 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 who were granted extensive plenipotentiary powers, similar to British governors of Crown colonies such as Jamaica. Both the British and the Dutch authorised 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 mobilisation 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 industrialisation, 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 industrialisation. 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 were leaders important in the emergence of **two** democratic states, each chosen from a different region?

Students will consider the merits or otherwise of the statement that leaders were important in the emergence of two democratic states. 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 both 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 importance of Lech Walesa's influence on the emergence of democracy in Poland in 1989. In South Africa students may consider the importance of FW de Klerk or Nelson Mandela on the end of Apartheid and the emergence of democracy. Gandhi's non-violent resistance may be relevant in the development of democracy in India, while students may alternatively consider the importance of the impact of General MacArthur to the emergence of democracy in Japan. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. "The most important impact of social and economic policies was on the distribution of wealth." Discuss with reference to **two** democratic states.

Students will offer a considered and balanced review of the statement that the most important impact of social and economic policies was on the distribution of wealth. The two states may or may not be from the same region and they may or may not have been contemporaneous with each other. Consideration of the impact of social and economic policies 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 discussion of one. However, both aspects will be a feature of the response. A comparative approach may or may not be used. Students may discuss the destructive impact of hyperinflation on the middle class in Weimar Germany in 1923. Additionally, students may discuss the creation of the South African Revenue service in 1997 and the impact of increased government social spending. Free University Education was established in Australia in 1974 and students may discuss the impact on wealth. In addition, Allende's increase of the pension in Chile substantially improved the wealth of the lower class. While other, relevant, factors such as access to health care or improved housing 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. To what extent did the use of force contribute to the emergence of **two** authoritarian states, each chosen from a different region?

Students will consider the merits or otherwise of the suggestion that the use of force contributed to the emergence of two authoritarian states that must be chosen from a different region. The two states may or may not have been contemporaneous. Students may consider Germany where violence by the SA may be weighed against the unpopularity of the Weimar government and Hitler's appointment as Chancellor just as the popularity of the NSDAP was waning. For Fascist Italy, the threatened violence of the March on Rome proved useful propaganda although it was the Acerbo Law that gave the PNF a majority in the Chamber. For Perón, the threat of violence from *descamisados* contributed to his election but also his charismatic personality and populist ideology. The FOM coup led to the emergence of Nasser, although the removal of Naguib may be seen as more important. For the PRC, the use of military force could be seen as vital to the toppling of the GMD. Students may agree, partly agree or disagree with the suggestion but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. To what extent did policies towards women achieve their aims in **two** authoritarian states?

Students will consider the merits or otherwise of the suggestion that policies towards women achieved their aims 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. In Nazi Germany, policies aimed to prioritize women as mothers and to remove them from the workplace but by 1938, women were being re-incorporated into the economy. For Fascist Italy, the role of women was defined by motherhood and wifely duties with divorce and abortion forbidden. The population did not increase significantly, however. For Perón, women were given the right to vote but their role inside and outside of the home was still very traditional. In the PRC, women were granted access to divorce and the right to inherit land but, in practice, this was difficult to achieve, especially in rural areas. In Egypt, Nasser promoted equality through the National Charter but, in practice, the lives of women, especially in the countryside, did not change much. 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 11: Causes and effects of 20th-century wars

21. To what extent did guerrilla warfare determine the outcome of **two** 20th-century wars?

Students will consider the merits or otherwise of the suggestion that guerrilla warfare determined the outcome 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. 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. A comparative approach may or may not be used. Students may consider the role of guerrilla warfare in Manchuria in the initial stages of the Chinese Civil War of 1946-1949, the significant contribution of the FLN to the defeat of France in Algeria and of FRELIMO to the victory over Portugal in Mozambique. Guerrillas were vital to the Vietnamese in their war with the US. The Yugoslav partisans influenced the post-war settlement in the Balkans but not the overall outcome of World War Two. While other, relevant, factors may be referred to, such as economic power or leadership, 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. To what extent was peacemaking successful after **two** 20th-century wars, each chosen from a different region?

Students will consider the merits or otherwise of the suggestion that peacemaking was successful after two 20th-century wars. The two wars must be from different regions but they may or may not have been contemporaneous with each other. 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. A comparative approach may or may not be used. Students may consider the Peace of Paris after World War One, which partially sowed the seeds for future conflict, whereas peace-making after World War Two removed the threat of aggression from Germany and Japan, even if Cold War tensions remained high. The Treaty of Portsmouth (1905) bred Russian resentment and made future war more likely. The Treaty of Peace and Friendship which ended the Chaco War (1932-1935) successfully resolved border disputes between Paraguay and Bolivia. The settlement of the Irish Civil War paved the way for future Irish independence, although Anglo-Irish relations remained uneasy for some time afterwards. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

23. Evaluate the impact of **two** leaders, each chosen from a different region, on the development of the Cold War up to 1979.

Students will make an appraisal of the impact of leaders on the development of the Cold War up to 1979. The two leaders must be from different regions but they may or may not have been contemporaries. Students may offer equal coverage of the two leaders, or they may prioritize their evaluation of one of them. However, both leaders will be a feature of the response. A comparative approach may or may not be used. Students may evaluate the impact of Truman in defining US Cold War policy in terms of the Truman Doctrine and Marshall Plan, which initiated the policy of containment. Truman's authorization of US involvement in the Korean War, arguably, extended the Cold War to East Asia. Stalin's impact, aggressively blockading Berlin, although holding back on Greece and Turkey and avoiding direct confrontation in Korea, may also be considered. Students may consider the impact of Khrushchev's erratic 'peaceful coexistence' alongside policy actions that heightened tension and brought the world to the brink of nuclear war. There may be consideration of the impact of Eisenhower's (and Dulles's) policy of brinkmanship and the 'New Look' or of Kennedy's defusing of the Cuban Missile Crisis. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. "Cold War crises worsened superpower relations." With reference to **two** crises, each chosen from a different region, to what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that Cold War crises worsened superpower relations. Students may offer equal coverage of both crises or they may prioritize their assessment of one of them. However, both crises will be a feature of the response. Students may consider the Cuban Missile Crisis which intensified the risk of nuclear war, worsening relations, although a hotline was installed, and a Test Ban Treaty signed. The Suez Crisis led to brief co-operation between the superpowers as both condemned the actions of Britain and France. Meanwhile, the Chinese Off-Shore Islands Crises worsened relations between China and the US. It may be argued the near disaster of the Able Archer 83 crisis hastened the need for improved relations if nuclear war was to be avoided and so led to the easing of tension and, eventually, to the end of the Cold War. 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.
