

# Markscheme

**May 2024**

**History**

**Higher and Standard level**

**Paper 2**

© International Baccalaureate Organization 2024

All rights reserved. No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without the prior written permission from the IB. Additionally, the license tied with this product prohibits use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, whether fee-covered or not, is prohibited and is a criminal offense.

More information on how to request written permission in the form of a license can be obtained from <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organisation du Baccalauréat International 2024

Tous droits réservés. Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite préalable de l'IB. De plus, la licence associée à ce produit interdit toute utilisation de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, moyennant paiement ou non, est interdite et constitue une infraction pénale.

Pour plus d'informations sur la procédure à suivre pour obtenir une autorisation écrite sous la forme d'une licence, rendez-vous à l'adresse <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organización del Bachillerato Internacional, 2024

Todos los derechos reservados. No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin la previa autorización por escrito del IB. Además, la licencia vinculada a este producto prohíbe el uso de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales—, ya sea incluido en tasas o no, está prohibido y constituye un delito.

En este enlace encontrará más información sobre cómo solicitar una autorización por escrito en forma de licencia: <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

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 candidates 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. Evaluate the impact of the development of trading routes on **two** societies in the period 750–1400, each chosen from a different region.

The question requires that candidates make an appraisal of the impact of the development of trading routes on two societies in the period 750–1400, weighing up its importance or otherwise. The two societies **must** be from different regions. Impact may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of both societies, or they may prioritize their evaluation of one of them. However, both aspects will be a feature of the response. Candidates may evaluate the impact of Islamic traders in East Africa, where urban centres grew and conversion to Islam provided some protection against slavery. The Silk Road also saw urban expansion, for example Samarkand, and Buddhism's spread into China; economic integration was fostered by the Rhine trade which linked German towns with the Low Countries. The impact of international and inter-regional trade in Song China, which saw prosperity transfer to the south, may be evaluated. There may be evaluation of the impact of migration and the growth of the merchant class which accompanied developing trade. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. Evaluate the contribution of **two** key individuals to cultural and intellectual developments in the period 750–1400.

The question requires that candidates make an appraisal of the contribution of two key individuals to cultural and intellectual developments in the period 750–1400, weighing up their importance. The two individuals may or may not be from the same region. Their contribution may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of the two key individuals, or they may prioritize their evaluation of one of them. However, both individuals will be a feature of the response. Candidates may evaluate the contributions of Dante and Chaucer in promoting the use of the vernacular and paving the way for a common language. They may evaluate the contributions of rulers, such as Harun-al-Rashid, Emperor Charles IV or Emperor Taizu in championing cultural and intellectual development. The contributions of Hildegard of Bingen, who broke new ground by being the first female rhetorician, or Chinese artists such as Jing Hao, who pioneered landscape painting, may be evaluated. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

3. “Economic causes played only a limited role in the origin of wars.” Discuss with reference to **two** wars in the period 750–1500.

The question requires that candidates offer a considered and balanced review of the statement that economic causes played only a limited role in the origin of two wars in the period 750–1500. The two wars may or may not be from the same region. Candidates may offer equal coverage of both wars, or they may prioritize their discussion of one of them. However, both wars will be a feature of the response. When discussing economic causes, candidates may refer to the roles of population growth and competition for resources in the origin of conflicts such as the Byzantine-Bulgarian Wars. They may consider the role of tribute as an incentive for invasion or rebellion, as seen in the Tepanec War with the Aztecs. Additionally, candidates may discuss the significance of trade rivalry in the heightening of tensions, for instance, before the Hundred Years War. Other relevant factors may be addressed, for example religious causes with reference to the Crusades; or political causes, with reference to the Great Abbasid Civil War, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. To what extent were boundary changes the most significant consequence of **two** wars in the period 750–1500?

The question requires that candidates consider the extent to which boundary changes were the most significant consequence of two wars in the period 750–1500. The two wars may or may not be from the same region. Candidates 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. Candidates may consider the economic consequences of boundary changes or the loss of resources and income, as experienced after the Hundred Years War following the loss of English-held land in France. Similarly, they may consider the loss of labour associated with demographic movement, such as the transfer of Adrianople’s population by Khan Krum. Additionally, candidates may consider the significance of boundary changes for trade or defence purposes. For instance, Nikephoros II Pokas’ reincorporation of Cyprus, Cilicia and Crete provided the Byzantine Empire with strategic control over part of the Mediterranean. Other relevant factors may be addressed, such as political or social impact, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Topic 3: Dynasties and rulers (750–1500)**

5. With reference to **two** dynasties/kingdoms, evaluate the effectiveness of methods used to expand power in the period 750–1500.

The question requires that candidates make an appraisal of the effectiveness of methods used by two dynasties/kingdoms to expand power in the period 750–1500 weighing up their strengths or limitations. The two dynasties/kingdoms may or may not be from the same region and may or may not be contemporaneous. Candidates may offer equal coverage of both dynasties/kingdoms or may prioritise one over the other, however both will feature in the response. Candidates may evaluate the effectiveness of methods used to expand power through dynastic marriage by Henry II of England who acquired influence in Castile, France and Sicily through his daughters' marriages. Other methods to be evaluated could include seaborne invasion, for example, Rajaraja Chola I's invasion of Sri Lanka, the coast of Malabar and the Maldives, centralisation of a meritocratic bureaucracy, such as carried out by the Song which expanded power internally, or Saladin's campaigns to bring the Holy Cities under Ayyubid control. The expansion of power through alliances by Izcoatl may be evaluated. Candidates' opinions or conclusions will be presented clearly and supported with appropriate evidence.

6. "The use of force was the most effective method used to deal with rebellion and political opposition." Discuss with reference to **two** medieval rulers in the period 750–1500.

The question requires that candidates offer a considered and balanced review of the statement that the use of force was the most effective method used by two medieval rulers to deal with rebellion and political opposition in the period 750–1500. The two rulers may or may not be from the same region and may or may not be contemporaries. Candidates may offer equal coverage of both rulers or they may prioritize their discussion of one. However, both rulers will be a feature of the response. Richard II's response to the Peasant's Revolt was both conciliatory and ruthless. Al Ma'mun and his brother Al Mu'tasim effectively recruited Mamluk mercenaries to deal with opposition. Zhou Quang Guin used terror but also astrology and good governance to quell opposition. In Japan, Emperor Go-Daigo attempted to recover power from the Kamakura Shogunate and both used various methods to deal with opposition from the other. Pachacuti greatly expanded the Inca Empire, averting rebellion in newly conquered territories through strong regional governance. Other relevant factors may be discussed with the focus likely to be on internal issues. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Topic 4: Societies in transition (1400–1700)**

7. “The role of women changed significantly in the period 1400–1700.” With reference to **two** societies, each chosen from a different region, to what extent do you agree with this statement?

The question requires that candidates consider the extent to which the role of women changed significantly in two societies in the period 1400–1700. The two societies **must** be from different regions. Candidates 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. Candidates may consider the degree of change in the role of women in societies that experienced, for example, colonial expansion. They may consider the experience of women such as Filles du Roi, who came from colonizing powers, or the experience of indigenous women who were forced into labour. Candidates may also consider the degree of change to economic activities traditionally carried out by women, such as subsistence farming. Additionally, they may consider the impact on women of changes to social structures and cultural practices brought about by religious conversion, for instance, following the adoption of Islam in regions of Africa or the Protestant Reformation in Europe. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. “Religion was more of a challenge than a support to the state in the period 1400–1700.” With reference to **two** states, each chosen from a different region, to what extent do you agree with this statement?

The question requires that candidates consider the extent to which religion was more a challenge than a support to two states in the period 1400–1700. The two states **must** be from different regions. Candidates 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. Candidates may consider the church’s role in the legitimization of state authority, and may consider the impact of religious disapproval on the maintenance of secular power. Additionally, candidates may consider the political competition posed by important religious leaders, who claimed supremacy over state authority. In the case of Henry VIII, these claims led to the 1534 Supremacy Act. Conversely, candidates may emphasise the supportive role of religion for the state. For instance, the spread of Islam in Africa became a unifying element in multi-ethnic or multilingual states. Moreover, colonial powers, such as Spain and Portugal, used religion as a justification for the conquest of “idolatrous” groups, such as the Incas. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Topic 5: Early Modern states (1450–1789)**

9. Compare and contrast the methods of government of **two** Early Modern states in the period 1450-1789, each chosen from a different region.

The question requires that candidates give an account of the similarities and differences between methods of government in two Early Modern states in the period 1450-1789, referring to both throughout. There does not need to be an equal number of each. The two states **must** be from different regions. Candidates may refer to the absolutism of the Sapa Inca, to whom all owed loyalty, and endured strict governmental control, in return for the Inca's concern for his subjects' welfare, even into old age, or the absolutism of the Ming, based on a sophisticated bureaucratic system supported by a highly educated civil service. In 18<sup>th</sup> century France, in contrast, absolutism was tempered by the role of local *parlements* in promoting the role of subjects' consent. In Peter the Great's Russia, the power of the centre was also promoted by administrative reform by which new ministries were under close supervision; provincial autonomy was curbed by loyal local governors. While Hideyoshi's comprehensive land survey was central to establishing imperial authority, control of peripheral lands was under the control of the daimyo; for comparison, the Delhi sultanate also did not interfere with the autonomy of conquered Hindu rulers. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. Evaluate the importance of the causes of rivalries and tensions in **two** Early Modern states in the period 1450-1789.

The question requires that candidates make an appraisal of the importance of the causes of rivalries and tensions in two Early Modern states in the period 1450-1789, weighing up their importance or otherwise. The two states may or may not be from the same region. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates 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. Candidates may evaluate the importance of Puritanism and disputes over parliamentary privilege to tension in 17<sup>th</sup> century England, or of the burgeoning Dutch economy and Calvinism in stoking rivalry and tension with Spain in 17<sup>th</sup> century Netherlands. In China the power-hungry behaviour of Han generals provoked the Revolt of the Three Feudatories. There may be evaluation of the violent military culture in the Congo, which caused tension with rebels acting in self-defence, while in the Thirteen Colonies economic and political causes fused to cause rivalry and tension with the British. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

11. Compare and contrast the long-term causes of **two** Early Modern Wars in the period 1500-1750, each chosen from a different region.

The question requires that candidates give an account of the similarities and differences among the long-term causes of two Early Modern wars in the period 1500-1750, referring to both throughout. There does not need to be an equal number of comparisons and contrasts. The two wars **must** be from different regions. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Comparisons and contrasts may be made among causes such as religion, territorial ambition, failure to retain loyalty of subjects, rivalry over access to resources and lingering resentments after peace making. Candidates may consider the Thirty Years War, in which both the Lutheran Reformation and the Bohemian Revolt were highly significant, leading to conflict over territory and imperial rivalry. Meanwhile the Seven Years War in America was caused by long-term acrimony over trade and colonies. Floods and famine during the end of the Ming dynasty arguably made an invasion by the Manchu armies more likely. The Ottoman-Mamluk War was fuelled by rivalry over control of the spice trade as well as Ottoman ambition to control the Holy Cities. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. Evaluate the impact of **two** Early Modern wars on religion and society in the period 1500-1750.

The question requires that candidates make an appraisal of the impact of two Early Modern wars in the period 1500-1750 on religion and society, weighing up the strengths and limitations/importance or otherwise of both. The two wars may or may not be from the same region. Impact may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of both religion and society, or they may prioritize their evaluation of one of them. However, both will be a feature of the response. Candidates may evaluate the impact of the imposition of Christianity and social mores after the Spanish conquest of the Aztec Empire and its continued adherence to customs and traditions. The impact of English Civil War and the short-lived influence of radical groups on religious practice and society may be evaluated. The Manchu Conquest of China led to the imposition of the custom of the wearing of queues by men, and this was resented by many. In Africa, following seizure of lands by the Portuguese, Prazeiros acted as feudal overlords, although their impact was often short-lived. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 13.** Evaluate the social impact of the introduction of new products in **two** countries in the period 1750–2005.

The question requires that candidates make an appraisal of the social impact of the introduction of new products in two countries in the period 1750–2005, weighing up its importance or otherwise. The two countries may or may not be from the same region. Evaluation of the impact may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of both countries, or they may prioritize their evaluation of one of them. However, both countries will be a feature of the response. In their evaluation, candidates may refer to the impact of steam, diesel or electric locomotives on commuting, leisure and social cohesion. The internal combustion engine made possible the manufacture of automobiles and buses, with a massive impact on personal mobility by public and private transport. New products such as washing machines, refrigerators and vacuum cleaners revolutionized domestic life. There may be evaluation of the impact of mass production of cheap foodstuffs, such as canned food, on diet and life expectancy, and of pharmaceuticals on health. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 14.** Discuss the reasons for opposition to industrialization in **two** countries in the period 1750–2005.

The question requires that candidates offer a considered and balanced review of the reasons why there was opposition to industrialization in two countries in the period 1750–2005. The two countries may or may not be from the same region. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of both countries, or they may prioritize their discussion of one of them. However, both countries will be a feature of the response. Candidates may refer to opposition prompted by poor labour conditions in the US, or poor housing for factory workers, for example in Russia and Britain. Elsewhere, mechanization caused opposition, while others bemoaned low wages and the exploitation of women and children. In countries such as Turkey, industrialization was opposed by conservative forces who favoured an agrarian society. There may be discussion of the role of colonial powers such as Britain in India and France in Indochina, in opposing industrialization in order to protect their own domestic economy. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Topic 8: Independence movements (1800–2000)**

15. Evaluate the importance of wars to the rise of **two** independence movements in the period 1800–2000.

The question requires that candidates make an appraisal of the importance of wars to the rise of two independence movements in the period 1800–2000, weighing up its importance or otherwise. The independence movements may or may not be from the same region. Candidates may offer equal coverage of one movement, or they may prioritize their evaluation of one of them. However, both movements will be a feature of the response. Candidates may evaluate the importance of wars in highlighting the vulnerability of colonial governments and inspiring challenges to authorities when their military resources are already stretched. Similarly, candidates may evaluate the importance of political vacuums which, in the case of the Napoleonic wars, gave Spanish colonies a taste of self-government. Candidates may also evaluate the importance of resistance to recruitment policies, as seen in French West Africa during the Second World War, and resentment over the segregation of colonial soldiers. Candidates may evaluate the pressure of colonial authorities to export more raw materials, and accept price controls. For example, the 1943 Bengal Famine strengthened British India's resolve for self-rule. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. "Ethnic and racial challenges were the most important issues facing states in their first 10 years of independence" Discuss, with reference to **two** new states in the period 1800–2000, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the statement that ethnic and racial challenges were the most important issues facing two states within their first 10 years of independence in the period 1800–2000. The two states **must** be from different regions. Consequences may extend beyond the timeframe, but they must be clearly linked to the period raised in the question. Candidates may offer equal coverage of states, or they may prioritize their discussion of one of them. However, both states will be a feature of the response. Candidates may discuss challenges generated by resentment over decisions made in the early stages of independence, such as demands for a Punjabi-speaking state in India. Candidates may also discuss challenges posed by long-standing social conflict, which prompted the mass exodus of minority groups, as seen after Algeria's independence. Similarly, candidates may discuss challenges posed by racially-based activism such as Cuba's Partido Independiente de Color. Other relevant issues may be addressed, but with a focus on the issue in the question. Candidates' 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 significance of leaders in the emergence of **two** democratic states in the period 1848–2000, each chosen from a different region.

The question requires that candidates make an appraisal of the significance of leaders in the emergence of two democratic states in the period 1848 to 2000, weighing up the strengths and limitations/importance or otherwise. The two states **must** be from different regions. Candidates may offer equal coverage of both states, or they may prioritize their evaluation of one. However, both aspects will be a feature of the response. In Weimar Germany, the significance of Ebert, Luxemburg and/or Liebknecht may be weighed against that of the Bolshevik Revolution and defeat in the First World War. In South Africa, Nelson Mandela and F.W. de Klerk's significance can be weighed against the end of the Cold War. Vaclav Havel was integral to the Velvet Revolution in Czechoslovakia, but the collapse of the Eastern Bloc was also important. For Chile, the role of Pinochet in the "transition to democracy" may be evaluated in relation to other factors such as the influence of the Catholic church and the end of the Cold War. In India, the significance of Gandhi, Nehru and/or Jinnah may be weighed against other factors. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. Discuss the impact of social and economic policies on the population of **one** democratic state in the period 1848–2000.

The question requires that candidates offer a considered and balanced review of the impact of social and economic policies on the population of one democratic state in the period 1848–2000. The impact may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of social and economic policies, or they may prioritize their discussion of one. However, both aspects will be a feature of the response. Civil rights reform in the US ended segregated education and broadened opportunities for black Americans. The economic impact of Johnson's War on Poverty may also be discussed. In Japan, post-1945 economic and social reforms led to the recovery and growth of industry. In Italy, the economic revolution of the 1950s led to urban growth in the North and social reforms gave access to divorce and abortion. In Albania new free-market policies failed to respond adequately to pyramid schemes and the resultant economic crisis resulted in loss of savings and emigration. The opening up of social and economic opportunities in post-apartheid South Africa may also be discussed. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

## Topic 10: Authoritarian states (20th century)

19. To what extent was propaganda the most important factor in maintaining power in **two** 20<sup>th</sup> century authoritarian states?

The question requires that candidates consider the extent to which propaganda the most important factor in maintaining power in two 20<sup>th</sup>-century authoritarian states. The two states may or may not be from the same region. Factors may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates 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. Candidates may consider Mugabe's anti-colonial rhetoric and mass rallies or Peron's promotion of the cult of Evita, and use of newsreels and rallies. In China repeated mass mobilization campaigns enforced conformity and obedience, while in the USSR Stalin was given a fatherly image while propaganda promoted patriotism through, for example, the cult of the Stakhanovites. Other relevant factors may be addressed for example, in most states the security forces and informants played vital roles. The focus should be on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. To what extent did the social policies of **two** 20th century authoritarian states lead to significant change?

The question requires that candidates consider the extent to which the social policies of two-20th century authoritarian states led to significant change. The two states may or may not be from the same region. Changes may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of both states, or they may prioritize their assessment of one of them. However, both aspects will be a feature of the response. Candidates may consider the social change engineered by Nyerere through his extensive ujamaa scheme, or to Mao's attempts to introduce communes during the Cultural Revolution. There may be consideration of attempts to boost the birth rate in Nazi Germany and Stalin's Russia. The significance of educational reform may be considered, for example, in Cuba, where new countryside schools and the Literacy Campaign had a great impact. There may be consideration of policies towards women, for example the impact of the Marriage Law in China. Other relevant factors may be addressed, for example changes brought about by economic or political policies. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Topic 11: Causes and effects of 20<sup>th</sup> century wars**

21. Evaluate the impact of foreign influence on the outcome of **two** 20<sup>th</sup> century civil wars, each chosen from a different region.

The question requires that candidates make an appraisal of the impact of foreign influence on the outcome of two 20<sup>th</sup>-century civil wars, weighing up its importance or otherwise. The two wars **must** be from different regions. Candidates may offer equal coverage of both wars, or they may prioritize their evaluation of one of them. However, both wars will be a feature of the response. Candidates may appraise the impact of foreign influence through the provision of armaments, transport, regular troops or "volunteers", or through the introduction of international restrictions on military support. For example, the partial compliance of the Non-Intervention Agreement gave Nationalists an advantage during the Spanish Civil War. Additionally, candidates may evaluate the contribution of foreign weaponry. Candidates may also evaluate steps taken by foreign states in the advancement or hampering of combatants' interests. For example, American mediation during the Second Chinese Civil War provided the CCP with time to regroup. Alternatively, candidates may evaluate the impact of "anti-imperialist" backlash, for example, against the Whites during the Russian Civil War. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. "Further conflict was rarely prevented." Discuss with reference to peacemaking after **two** 20<sup>th</sup> century wars.

The question requires that candidates offer a considered and balanced review of the statement that peacemaking after two 20<sup>th</sup>-century wars rarely prevented further conflict. The two wars may or may not be from the same region. Candidates may offer equal coverage of both wars, or they may prioritize their discussion of one of them. However, both wars will be a feature of the response. Candidates may discuss conflicts that arose in areas of long-standing instability following the imposition of treaties, and may note that these were born out of pre-existing conditions, the repercussions of signed treaties, or both. Similarly, candidates may refer to the inability of peacemaking to satisfy all parties and may discuss the growing resentment in, for example, Germany and Italy after 1919. In addition, candidates may discuss peacemaking decisions, such as the division of Korea, which exacerbated Cold War tensions. Alternatively, candidates may discuss conflicts engendered by the failure to uphold treaties, for example, the Vietnam War; or refer to treaties that were considered largely successful such as the Treaty of San Francisco. In addition, reference may be made to the establishment of international organisations founded to preserve peace and that may or may not have been successful. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

23. Discuss the impact of **two** leaders, each chosen from a different region, on the course of the Cold War.

The question requires that candidates offer a considered and balanced review of the impact of two leaders on the course of the Cold War. The two leaders **must** be from different regions. Candidates may offer equal coverage of both leaders, or they may prioritize their discussion of one. However, both leaders will be a feature of the response. Candidates may discuss the influence of Truman and the use of the atomic bomb, as well as his criticism of Stalin's failure to honour the Yalta agreements on democracy in Europe. The Truman Doctrine followed by the Marshall Plan both influenced the course of the Cold War. Stalin's policies in Eastern Europe solidified division between East and West in Europe. Kennedy and Khrushchev may be seen as negatively influencing the Cold War but also to have initiated the early stages of détente. The impact of Nixon's presidency may be discussed with a focus on détente and better relations with both the USSR and China. Candidates may discuss the impact of other leaders on the course of the Cold War, including Gorbachev, Nasser, Sukarno and Castro. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. To what extent were economic factors the main reason for the end of the Cold War in the period 1980–1991?

The question requires that candidates consider the extent to which economic factors were the main reason for the end of the Cold War in the period 1980–1991. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Economic factors may include the weakening Soviet economy, impacted by falling oil prices and the cost of the Soviet-Afghan War. Increased US spending on arms and the failure of USSR to keep up meant the USSR looked for an end to the arms race. Economic problems in the Eastern Bloc countries that had borrowed heavily in the 1980s, were instrumental in fuelling dissent. Candidates may discuss other factors such as the resurgence of nationalism in the Soviet Republics and the impact of the 1988 constitution, which changed the structure and composition of the Supreme Soviet and led to demands for further reform and change. The significance of Gorbachev as a reformer, open to ties to the West, was also a crucial factor, as was his failure to recover power after the 1991 coup. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

---