

Markscheme

November 2024

History

Higher level and 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.</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>

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. To what extent did the role and status of women in **two** medieval societies in the period 750–1400 change significantly?

The question requires that students consider the merits or otherwise of the suggestion that the role and status of women in two medieval societies in the period 750-1400 changed significantly. The two societies may or may not be from different regions. Students may offer equal coverage of both the role and status of women, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. Students may refer to changes in Mayan Society where the status of women was indicated by their not being able to inherit property, but men would live with the family of their wives, initially, and pay a “dowry” by contributing labour. However, there is little evidence to suggest this changed significantly despite the impact of the decline of the Empire during the Post-Classic Age. In Mongol society women were expected to contribute fully to caring for herds and the movement of households from place to place and this changed little with the expansion of the Mongol Empire. The codification of laws by Genghis Khan were significant, however, and allowed for greater protection of women. The Crusades impacted wives left to take over the running of estates, farms and businesses although traditional roles were restored when men returned. Other relevant factors may be addressed, for example, the spread of convents where abbesses could wield significant authority although they could also be places of confinement for women. Students may consider that role and status determined by wealth or marriage and did not change significantly.

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

2. Evaluate the social and economic importance of religious institutions in **two** medieval societies in the period 750–1400.

The question requires that students make an appraisal of the economic and social importance of religious institutions in two medieval societies in the period 750-1400. The two societies may or may not be from the same region. Students may offer equal coverage of both societies or prioritize their discussion of one. However, both will be a feature of the response. Students may evaluate the importance of the Catholic Church in medieval Europe that was central to baptism, marriage, burial etc, although it may be argued that, in practice, many communities were often without priests and churches. The importance of religious orders may be evaluated as they often contributed to economic wealth and the provision of care for the ill and the old. In the Middle East, the importance of the mosque as a centre for daily prayers and a guide to social mores may be evaluated with the payment of the *zakat* by all who could afford it as a means of re-distributing wealth to the poor. The *Hajj* also provided a source for wealth for the Holy City of Mecca as it did for the cities on the travel routes taken by the pilgrims. In Yuan dynasty China, the importance of monasteries that had a significant impact upon literature and culture may be evaluated. In Aztec society, the importance of priests and temples may be evaluated as these were central to the gathering of tributes including treasure and crops from the population. Furthermore, their social impact was indicated through the worship of a pantheon of gods and rituals, including sacrifice, that permeated everyday life.

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

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

3. To what extent was leadership the most important factor in determining the outcome of **two** medieval wars in the period 750–1500?

The question requires that students consider the merits or otherwise of the suggestion that leadership was the most important factor determining the outcome of two medieval wars in the period 750-1500 that may or may not be chosen from a different region. The wars chosen may predate or extend beyond the timeframe but must be clearly linked to the issue raised in the question. Students may refer to the importance of leadership in the outcome of the Third Crusade with reference to the skills and reputation of both Richard I and Saladin. Other factors that may have determined the outcome could include the difficulties faced by Crusader armies in the Outremer, the availability of arms and siege engines and the demands of going into battle against armies with more effective strategies and tactics better suited to the landscape and climate. Genghis Khan's brilliance as leader of the Mongol Empire during its invasion of China may be weighed against other factors such as the weakness of the Jin and Song dynasties. The Hundred Years War and the leadership of Henry V at Agincourt may be referred to alongside other factors such as the weather conditions, the skill of the Welsh/English archers and the ruthless treatment of French prisoners that may have impacted the outcome. The religious authority of Aztec rulers may be considered significant in the victories of Itzcoatl, for example, but also the willingness to ally with potential enemies. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. Evaluate the economic and social impact of **two** medieval wars in the period 750–1500.

The question requires that students make an appraisal of the economic and social impact of two medieval wars in the period 750-1500, weighing up their strengths and limitations. The two wars may or may not be from the same region. The impact of the chosen wars may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of both wars or prioritize their evaluation of one. However, both wars will be a feature of the response. Students may evaluate the economic impact of the Hundred Years War that disrupted the English wool trade with the Low Countries and the continual increase in taxation to fund the war impoverishing the population, especially in France. The social impact on England may be evaluated with an increased use of English and the emergence of a stronger national identity. In both the Middle East and Europe, the economic and social impact of the Crusades may be evaluated as there was considerable cross-cultural exchange in terms of knowledge and customs. Meanwhile, Venice flourished as an entrepot and used its wealth to grow as a naval power. The Mongol Invasion of China brought destruction, conscription and an interruption to trade, whilst the Tepanec War led to the victory of Itzcoatl, the formation of the Triple Alliance and the establishment of the Aztec Empire that, under Moctezuma I, led to the imposition of laws that transformed Aztec society and the acquisition of wealth.

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

Topic 3: Dynasties and rulers (750–1500)

5. “Secular law had more significant effects than religious law.” With reference to **two** societies in the period 750–1500, each under a different ruler/dynasty, to what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that secular law had more significant effects than religious law in societies under two rulers/dynasties in the period 750-1500. The two societies must be from different regions. Effects may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of two societies, or they may prioritize their assessment of one of them. However, both aspects will be a feature of the response. Students may consider the effects of secular law in the form of charters which resolved issues of land ownership in, for example, the Carolingian Empire, or defined the relationship between ruler and subject, for example Magna Carta. The significance of commercial law may be considered, which may have regulated the role of guilds, granted monopoly rights, or enforced taxation. Religious law may have applied to members of churches and brought conflict between church and state; it may have played a role in regulating diet or personal relationships, such as marriage. A contrast may be made between theocracies, such as Islamic societies, and secular societies such as imperial China.

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

6. Compare and contrast the methods used by **two** rulers in the period 750–1500, each chosen from a different region, to address internal challenges to power.

The question requires that students give an account of the similarities and differences between the methods used to address internal challenges to power by two rulers in the period 750-1500, referring to both throughout. There does not need to be an equal number of each. The two rulers must be from different regions. Students may consider the use of force, a likely similarity, such as Saladin’s campaigns in Asia and North Africa, or Genghis Khan’s brutality in central Asia. Rulers such as Hongwu in China and the Tran in Vietnam, faced down challenges by establishing efficient administration backed by the rule of law. Others, such as Mansa Musa, who went to Mecca on pilgrimage, used religion to bolster their position; the Mamluks and Tamerlane strengthened their positions by acquiring the religious status of the title of caliph. Some rulers addressed challenges by carefully avoiding oppression of defeated enemies or potential opponents; Abd al-Rahman tolerated monotheistic faiths, Theodora and Justinian were judicious after the defeat of the Nika riots, while Mamluk sultans realised that sharia law could not be imposed wholesale on a Hindu population.

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

Topic 4: Societies in transition (1400–1700)

7. Discuss the impact on **two** societies of the treatment of minorities and/or indigenous peoples in the period 1400–1700.

The question requires that students offer a considered and balanced review of the impact on two societies of the treatment of minorities and/or indigenous peoples in the period 1400-1700. The two societies 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. Students may offer equal coverage of two societies, or they may prioritize their discussion of one of them. However, both aspects will be a feature of the response. Students may discuss the impact of warfare, disease and enslavement on the indigenous peoples of South America. There may be discussion of the treatment of Jews who prospered in finance and commerce in western Europe, but who were denied social respectability further east. Dutch settlement in the Cape Colony disrupted the Khoena's nomadic lifestyle; they nevertheless benefitted from inclusion in Dutch-speaking schools. The treatment of the Huguenots in France may be discussed, from the Edicts of Nantes to Fontainebleau, or of the Moriscos, who were expelled from 17th-century Spain.

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

8. Evaluate the social and cultural impact of scientific and technological developments on **two** societies in the period 1400–1700, each chosen from a different region.

The question requires that students make an appraisal of the significance of the social and cultural impact of scientific and technological developments on two societies in the period 1400-1700. 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. Students may offer equal coverage of social and cultural impact and of two societies, or they may prioritize their evaluation of either of them. However, both societies and aspects will be a feature of the response. Students may evaluate the impact of the printing press on literacy, learning, newspapers and the sharing of ideas which led to the 'Scientific Revolution'. Developments in medical knowledge (for example by Vesalius, Harvey and Boyle) did not result in improved medical treatments, whereas advances in military technology rendered castles obsolete, and led to new ways of living. There may be evaluation of advances in navigation, which aided the growth of international trade, with significant social consequences. New empirical principles promoted by Bacon, and developments in astronomy (for example by Galileo, Copernicus and Taqi al-Din) contributed to the intellectual excitement of the age, but had limited social impact.

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

Topic 5: Early Modern states (1450–1789)

9. “Economic factors were the most important motivation for the expansion of colonial empires in the period 1450–1789.” With reference to **two** states, to what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that economic factors were the most important motivation for the expansion of colonial empires in the period 1450-1789, referring to two states throughout. 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. 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 the Spanish and Portuguese quest for precious metals and other natural resources in South America, or the development of colonies which were linked with the spice trade, notably the Dutch in the East Indies. Commercial rivalry with the French and the Dutch was a spur to British expansion in India, while the French and British participated in the slave trade in Africa and grew sugar plantations in the Caribbean. Other relevant factors may be considered, for example escaping religious persecution, or strategic factors such as the protection of existing settlements, but with a focus on the issue in the question.

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

10. Compare and contrast the methods used to maintain power in **two** Early Modern states in the period 1450–1789.

The question requires that students give an account of the similarities and differences between the methods used to maintain power in two states in the period 1450-1789, referring to both throughout. There does not need to be an equal number of each. The two states may or may not be from the same region. Students may consider the use of force, a common similarity, by, for example, Aurangzeb in the Wars of Succession, or the Japanese defeat of the Shimabara Rebellion. In other states more professional ways of governing were established through, for example, Peter the Great’s reform of central and regional government and the Chinese competitive civil service examination system. The Ottomans devolved power to regions distant from the centre, while Elizabeth I and Henry IV made religious compromises in order to maintain their power. Other rulers, such as Frederick the Great of Prussia earned prestige and power through successes in war. For many rulers such as in Benin and the Netherlands, maintaining power was made easier through the acquisition of commercial wealth.

Students’ 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 was religion the most important cause of **two** Early Modern wars, in the period 1500–1750, each chosen from a different region?

The question requires that students consider the merits or otherwise of the suggestion that religion was the most important cause of two Early Modern wars in the period 1500-1750. 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. Students may offer equal coverage of both wars or prioritize their assessment of one. However, both wars will be a feature of the response. Students may consider The Thirty Years War that was caused by religious dissent as well as political manoeuvring by the European dynasties involved. The breakdown of the Peace of Augsburg may be seen as an important cause, along with the emergence of the Protestant Union and the Catholic League. The Ottoman-Habsburg Wars may be discussed, with the spread of Islam seen as a threat to Christian Europe. However, economic and territorial ambitions were also at the root of this lengthy period of warfare. The Ottoman-Mamluk War was caused in part by rivalry over the spice trade, but also by the desire to govern the Holy Cities of Islam and the prestige and authority this brought. The Spanish Conquistadores fought campaigns against the Aztec Empire with both religious conversion to Christianity and the acquisition of wealth, especially gold and silver, being significant causes.

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

12. "Political change was the most significant impact of war." Discuss with reference to **two** Early Modern Wars in the period 1500–1750.

The question requires that students offer a considered and balanced review of the statement that political change was the most significant impact of war, with reference to two Early Modern Wars in the period 1500-1750. The two wars may or may not be from the same region. The impact(s) of the wars may extend beyond the timeframe, but must be clearly linked to the issue raised in the question. Students may offer equal coverage of both wars or prioritize their discussion of one. However, both wars will be a feature of the response. Students may discuss the political impact of the Thirty Wars and the significance of the establishment of the secular power of regional leaders, as well as how it thwarted the expansion of the Habsburg Empire, curtailed that of Sweden and, arguably, established France as the major European power. Other significant factors to discuss would be the demographic, economic and religious impact(s) of the war. The political impact of Spanish expansion in the Americas may be discussed and weighed against the significance of economic change, especially in Spain. The significance of the political impact of the expansion of the Mughal Empire across northern India may be discussed alongside that of the economic impact of reformed taxation and the expansion of trade. The Ottoman-Mamluk War of 1516-17 brought about the Ottoman conquest of Egypt, leading to the transfer of the Caliphate of Islam to the Ottomans, bringing with it the guardianship of the Holy Cities. The territorial acquisition of Egypt brought prestige, with the conquest of Cairo, as well as wealth through increased taxation.

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

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

13. “The availability of human and natural resources was the main factor in the origin of industrialization in the period 1750–2005.” Discuss with reference to **two** countries.

The question requires that students offer a considered and balanced review of the statement that the availability of human and natural resources was the main factor in the origin of industrialisation in two countries in the period 1750-2005. The countries may or may not be from the same region. Students may offer equal coverage of both countries or prioritize their discussion of one. However, both countries will be a feature of the response. Students may discuss Britain, where the movement of population from the countryside provided the labour required in factories. The availability of coal and iron ore may also be considered as main factors in the origins of industrialisation. In the US, immigration was a main factor in the growth of industry and the availability of coal, iron and oil were also an impetus to industrialisation. In Japan, the political change that accompanied the emergence of the Meiji Empire, as well as population growth, enabled the growth of industry with a focus on textile production using cotton and silk. As a counterargument, despite there being ample human and natural resources in Russia, for example, the lack of capital investment may be discussed as a factor delaying industrialisation. The dominance of feudalism until the 1860s along with trade in agricultural goods (especially wheat) may also be discussed as disincentives to industrialise until political change led to Stalin’s 5-year plans. In Argentina, investment by countries such as Britain and improved transportation were main factors in the origin of industrialisation, although meat and wheat remained the most important exports until the mid-twentieth century. Other relevant factors may be discussed such as the availability of capital, technology, infrastructure and markets for goods that were equally or more important in some countries.

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

14. To what extent was the development of transportation the most important factor in the successful industrialization of **two** countries in the period 1750–2005?

The question requires that students consider the merits or otherwise of the suggestion that the development of transportation was the most important factor in the successful industrialisation of two countries in the period 1750-2005 that may or may not be from the same region. Students may offer equal coverage of both countries or prioritize their assessment of one. However, both aspects will be a feature of the response. Students may consider China, where the Four Modernisations of Deng Xiaoping led to successful industrialisation and, although Shanghai was quickly modernised to enable the export of goods worldwide, transportation may be considered less significant than political change. In the US, the discovery of oil provided cheap fuel for industrial growth but the Trans-Continental Railway as well as the building of the Panama Canal allowed for swifter connection between the East and West coasts, as well as ports to dispatch goods to Europe and to the Far East. In Britain, the improvement in roads and the construction of railways and canals were instrumental to the movement of raw materials to factories and of finished goods to markets and ports. It may be argued that limited industrialisation in many African countries has been linked to poor transportation and insufficient investment in road and rail networks. Other factors considered important may include the availability of a pool of cheap labour, scientific and technological inventions as well as access to plentiful raw materials but with a focus on the issue in the question.

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

Topic 8: Independence movements (1800–2000)

15. “Political factors had the most influence on the rise of independence movements in the period 1800–2000.” Discuss, with reference to **two** movements, each chosen from a different region.

The question requires that students offer a considered and balanced review of the statement that political factors had the most influence on the rise of independence movements in the period 1800–2000. The two movements must be from different regions. Factors may predate the timeframe but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of the two movements, or they may prioritize their discussion of one of them. However, both movements will be a feature of the response. Students may discuss British failure to enact sufficient reform in India after World War One, contrasting with their encouragement of progress towards self-rule in Ghana. Brazilian independence was aided by political division in Brazil and Portugal, while there may be discussion of the encouragement of Greek nationalism through increasing awareness of Enlightened thought. The fusion of nationalism and communism fuelled the Vietnamese independence movement. Other relevant factors may be addressed, for example, economic factors, which were the driving force in Haiti or the impact of war that gave impetus to the independence movement in Algeria, but with a focus on the issue in the question.

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

16. To what extent did economic policies in **two** states respond effectively to the challenges faced in the first 10 years of independence in the period 1800–2000?

The question requires that students consider the extent to which economic policies in two states responded effectively to the challenges faced in the first ten years of independence in the period 1800–2000. The two states may or may not be from the same region. 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 the failure of Cuba to shake off its dependence on sugar, or may consider the uneven impact of Nehru’s attempts to boost industrialisation and enact agricultural reforms. In Ireland, emigration remained high and industrialisation was slow to materialise. There may be consideration of the economic impact of land redistribution in Vietnam, where rice production boomed and manufacturing increased despite skill shortages, while Algerian GDP increased as land was collectivised and businesses nationalized, despite over-dependence on oil and emigration of skilled labour. In Paraguay, no progress was made in responding to economic challenges in the first ten years owing to the autarchic policies of corrupt dictator Rodriguez de Francia.

Students’ 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 constitutions on the emergence of democracy in **two** states in the period 1848–2000, each chosen from a different region.

The question requires that students make an appraisal of the significance of constitutions to the emergence of democracy in two states in the period 1848–2000, weighing up its significance or otherwise. The two states must be from different regions. Students may offer equal coverage of the two states, or they may prioritize their evaluation of one of them. However, both states will be a feature of the response. Students may evaluate the significance of the new constitution in South Africa which was integral to bringing an end to apartheid and the protection of minorities' rights. The ultra-democratic nature of the Weimar constitution resulted in a succession of coalition governments which ultimately proved fragile in the face of extreme crisis. In Israel, evaluation may focus on the failure to agree a constitution, which did not prevent the establishment of a democratic system, while in Mexico the 1917 constitution's implementation was delayed for 7 years; it has protected labour rights and limited the political influence of the church but has not prevented intermittent military rule. Other relevant factors may be addressed, for example the development of parties and social and economic factors, but with a focus on the issue in the question.

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

18. To what extent was there freedom of expression in the arts in **two** democratic states in the period 1848–2000?

The question requires that students consider the extent of freedom of expression in the arts in two democratic states in the period 1848–2000. The two states may or may not be from the same region. 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 the McCarthyite period in the US where sympathy, perceived or imagined, with communism was attacked, with consequences for artistic freedom. Laws against indecency and immorality in India gave license to protest, often by religious groups, against liberal values, especially in film. There may be consideration of the Czech Republic, where freedom of expression is enshrined in law, with the proviso that minorities are protected; the objectivity of the national broadcaster is regulated, as in the United Kingdom. In post-war Germany, freedom of artistic expression is largely enjoyed, as long as the Holocaust is not denied, and far right ideology is not promoted; restrictions on pornography have been mild.

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

Topic 10: Authoritarian states (20th century)

19. Evaluate the effectiveness of the treatment of opposition in **two** 20th-century authoritarian states, each chosen from a different region.

The question requires that students make an appraisal of the effectiveness of the treatment of opposition in two 20th-century authoritarian states. The two states must be from different regions. Effectiveness may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Students may offer equal coverage of both states, or they may prioritize their evaluation of one of them. However, both states will be a feature of the response. Students may evaluate the effectiveness of the treatment of opposition in the USSR, where the Whites' defeat in the Civil War, party purges, show trials, and internal exiling of the kulaks was highly effective. In Nazi Germany, while the SA, opposition parties and trade unions were neutralised, some youth opposition persisted into wartime, and the widely supported July Plot of 1944 was significant. Peron's demise at the hands of the middle class, the Catholic church and the military may indicate ineffective treatment of opposition. In Cuba, opposition may be considered minimal, as shown by Castro's unchallenged survival during the Special Period. Evaluation of the effectiveness of Mao's treatment of opposition may include the defeat of the landlords and the intelligentsia, while pointing out that opposition within the leadership was a reason for the launch of the Cultural Revolution.

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

20. "Economic policies of authoritarian rulers rarely achieved their aims." With reference to **two** 20th-century states, to what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that economic policies of authoritarian rulers in two 20th-century states rarely achieved their aims. The two rulers may or may not be from the same region. Students may offer equal coverage of the two rulers, or they may prioritize their assessment of one of them. However, both rulers will be a feature of the response. Students may consider the successful establishment of an egalitarian society in Cuba, but at the expense of food rationing, a failure to diversify away from sugar, and an over-reliance on Russian subsidy. Nasser's socialist approach to planning and industrialisation and land redistribution brought little benefit. The Aswan Dam was completed after his death. There may be consideration of Nazi policies, which lowered unemployment and made some progress towards autarky, while efforts to boost the agricultural sector failed. Mao solved hyperinflation, but the Great Leap Forward proved disastrous, as did Nyerere's collectivisation, which left his country bankrupt.

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

Topic 11: Causes and effects of 20th-century wars

21. “Technological developments were key to the outcome of war.” With reference to **two** 20th-century wars, to what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that technological developments were key to the outcome of two 20th-century wars. The two wars may or may not be from the same region. Students may offer equal coverage of both wars or prioritize their assessment of one. For WWI, the development of the tank and its use on the Western Front may be considered key in determining the outcome of the war. The importance of aerial warfare and a rather primitive form of radar may also be considered as key technological developments. Other factors of greater or lesser importance may include US loans to Britain and France and, later, the deployment of US troops as well as mobilisation of human and economic resources. For WWII, the importance of radar as well as encryption (and ways to counter this) may be considered. The development and use of the atom bomb may be considered although, arguably, the outcome of the war was already apparent before it was used. For guerrilla warfare, especially in Vietnam, technological developments such as carpet bombing, or the use of chemical weapons such as Agent Orange were not key to the outcome. In the Spanish Civil War, technology provided by Germany and Italy may be considered key to the Nationalist victory. Other relevant factors, for example the weakness of enemy forces or the importance of morale as well as leadership both on and off the battlefield may be considered but, with a focus on the issue in the question.

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

22. “The role and status of women was significantly changed by war.” Discuss with reference to **two** 20th-century wars.

The question requires that students offer a considered and balanced review of the statement that the role of women was significantly changed by two 20th-century wars. The two wars may or may not be from the same region. Students may offer equal coverage of both wars or prioritize their discussion of one. However, both will be a feature of the response. Students may discuss WWI in Europe as this was the first time that women played a significant role, often government supported. In its aftermath, women were given limited suffrage in Britain and full suffrage in Weimar Germany. The loss of life during the war meant many women were widowed and others unlikely to marry, leading to economic and social change although this may be seen as superficial as, in inter-war Germany, for example, many women would support Hitler for his espousal of traditional female roles. For WWII, it may be argued that the role of women in the armed forces was much greater but, again, post-war years saw an emphasis placed on women as homemakers. In the Cuban revolution, Castro emphasised gender equality, but it was not so apparent in practice. In the Iran-Iraq War, Iranian women were encouraged to support the war but as the wives and mothers of martyrs and their status did not change. Students may also discuss how real change to the roles and status of women was due mostly to economic and social factors as well as revolutions in birth control and education, rather than war.

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. To what extent did the policy of peaceful co-existence improve superpower relations up to 1964?

The question requires that students consider the merits or otherwise of the suggestion that superpower relations up to 1964 were improved by the policy of peaceful co-existence espoused by Khrushchev in his Secret Speech of 1956 (some students may argue that Malenkov had already proposed it, however). The end date of 1964 coincides with the dismissal of Khrushchev whose foreign policy, including peaceful co-existence was, by then, considered reckless by the Politburo. Students may argue that there was an improvement in relations and support this with references to the resolution of Suez Crisis, the Offshore Islands Crises and the Hungarian Revolution, none of which escalated to the brink of nuclear war. Students may also consider the visits of Khrushchev to the US and of Vice-President Nixon to the USSR to indicate improved relations. The 1960 Paris Summit, however, may demonstrate the limitations of peaceful co-existence as it was cancelled due to acrimony over the U2 incident. It may also be argued that the nuclear arms race continued apace despite commitments to peace by both Eisenhower and Khrushchev. The Cuban Missile Crisis may be seen as having both indicated the failure of peaceful co-existence and its effectiveness as it had built trust that, crucially, helped resolved tension. Furthermore, in its aftermath, Kennedy also committed the US to “peaceful co-existence.” Other relevant factors may be addressed, for example, that Eisenhower’s policy of “brinkmanship” was a more significant impetus for better relations, as was awareness of the risk of mutual annihilation with the advent of ballistic missile technology.

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

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

The question requires that students make an appraisal of the impact of two leaders, weighing up the significance or otherwise of their impact on the course of the Cold War. The two leaders must be chosen from different regions. Students may offer equal coverage of both leaders, or may prioritize their evaluation of one. However, both will be a feature of the response. Students may evaluate Truman’s impact on the course of the Cold War through his policy of containment, as evidenced by his response to the Berlin Blockade, the Korean Crisis and the establishment of NATO. An evaluation of Stalin’s impact may include his refusal to allow democratic elections in countries occupied by the Red Army, his support of spy networks in many Western countries as well as actions such as the Berlin Blockade, a Friendship Treaty with the PRC and the sending of arms and advisors to Korea. An evaluation of Sukarno’s impact on the course of the Cold War may include his hosting the initial meeting of what became the Non-Aligned Movement. This led to member states distancing themselves from the US perhaps making the Cold War less bilateral and fuelling US suspicions of USSR expansionism. Similar evaluation may be made of the impact on the Cold War of Tito, Nehru and Nasser. An evaluation of the impact of Kim Il Sung may include his invasion of South Korea that led to a proxy war that weakened PRC links to the USSR and led to the establishment of SEATO. Kennedy and Khrushchev and their involvement in the Cuban Missile Crisis may be evaluated as this led not only to the near-miss of nuclear war but, in its aftermath, improved superpower relations.

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