

Markscheme

May 2023

History

Higher 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	Answers do not reach a standard described by the descriptors below.

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 importance of factors affecting the transmission of ideas and cultures in **two** societies.

Candidates will make an appraisal of the factors affecting the transmission of ideas and cultures in two societies, weighing up their importance. The two societies may or may not be from the same region. Candidates may offer equal coverage of the ideas and cultures, or they may prioritise their evaluation of one of them. However, both aspects will be a feature of the response. Candidates may evaluate the importance of traders carrying goods and knowledge along the Silk Road; maritime trade facilitating the transmission of religion and ideas from Arab communities to Asia; pilgrimages by both Christians and Moslem that facilitated the inter-mixing of populations and ideas. The importance of the Crusades may also be evaluated as transmitters of culture and knowledge, especially from the Middle East to Europe. Other relevant factors may be evaluated such as the negative impact of the Black Death and the decline of the Mayan Empire, when a reduction in trade slowed down the transmission of ideas and culture. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. Evaluate the significance of religious leaders in the government of **two** societies.

Candidates will make an appraisal of the significance of religious leaders in the government of two societies, weighing up their significance or otherwise. The two societies may or may not be from the same region. Candidates may evaluate the significance of Pope Gregory VII's conflict with King Henry IV of Germany over the supremacy of the Church over temporal rulers or the significance of Thomas Becket as Archbishop of Canterbury to the court and rule of Henry II. The significance of priests in Mayan society may be evaluated in relation to their crucial role as intermediaries with the gods as their knowledge of astronomy and the Mayan calendars ensured their valued role in the government of the empire. There may also be an evaluation of the significance of Mansa Musa or the Abbasid Caliphs who combined the roles of a religious and temporal leader. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

3. “Territorial disputes were the most important cause of war in the period 750–1500.” With reference to **two** wars, to what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that territorial disputes were the most important cause of war in the period 750–1500. The two wars 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 wars, or they may prioritize their assessment of one of them. However, both wars will be a feature of the response. Candidates may appraise disputes created by the territorial expansion of emerging states, for example the Seljuk Empire during the Byzantine-Seljuk wars. There may be an appraisal of disputes over areas of religious significance, such as the Crusades. Similarly, candidates may appraise conflicts over territories of economic/strategic importance, for example the Hundred Years War. Other relevant factors may be addressed, for example dynastic disputes, or tension over religious or ethnic differences, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. Evaluate the significance of human and economic resources to the outcome of **two** wars, each chosen from a different region.

The question requires that candidates make an appraisal of human and economic resources to the outcome of two wars, weighing up their significance or otherwise. The two wars must be from different regions. Candidates may offer equal coverage of human and economic resources, or they may prioritize their evaluation of one of them. However, both aspects will be a feature of the response. Candidates may appraise the efficiency in the provision of soldiers and its impact on the outcome of the war. They may evaluate the means used to obtain soldiers through the feudal system, standing armies, or alliances. Candidates may also evaluate the mobilization of supplies, such as food and weapons, along protected routes. There may be an appraisal of the mobilization of economic resources to support the war effort using, for example, loans or taxes. Other relevant factors may be addressed, for example the role of leaders and the organization of warfare, 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. Examine the nature of the power of **two** rulers, each chosen from a different region.

The question requires that candidates examine the nature of the power of two rulers. The two rulers must be from different regions. Candidates may offer equal coverage of the rulers, or they may prioritize their examination of one of them. However, both rulers will be a feature of the response. Candidates may refer to William I of England who supplemented his military power with feudal contracts, administrative reform and the import of Norman allies. They may examine the brutality of Hongwu, to which was added a strengthened bureaucracy and secret police. There may be an examination of the rule of Tamerlane and Basil II, who also combined military power with effective administration and fiscal reform. However, Harun al-Rashid's reliance on devolution of power, supported by ultra-loyal ministers proved insufficient to prevent numerous rebellions. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. To what extent were **two** rulers successful in dealing with challenges to their power?

The question requires that candidates consider the extent to which rulers were successful in dealing with challenges to their power. The two rulers may or may not be from the same region. Results of their policies may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates 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. Candidates may consider Tran Thanh Tong's success in resisting the Yuans, which nevertheless left his son to defeat invasion. They may consider the successes of Baibars in defeating Sinjar and challenges from the Mongols and Crusaders. The second Bulgarian Empire's record against multiple external challenges was mixed. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 4: Societies in transition (1400–1700)

7. Examine the impact of population expansion and movements on the economy of **two** societies, each chosen from a different region.

The question requires that candidates examine the interrelationship between the impact of population movement and expansion on the economy of two societies. The two societies must be from different regions. Candidates may examine the Encomienda system in the Americas that often involved the displacement of indigenous people who became a source of free labour. In Europe, the crisis of the seventeenth century may be examined with reference to the decline in population that both contributed to, and exacerbated, economic problems. In Ming China, an examination of how population movement from areas affected by drought and bad harvests impacted the economy would be relevant, as would examination of how the capture and sale of slaves from Africa impacted the economy of both Africa and the American colonies. Other relevant interrelationships may be considered, for example the growth of mercantile companies to facilitate trade and growth of empires, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. "The use of printed text was the most important influence on religious expansion and conversion." Discuss with reference to **two** societies.

The question requires that candidates offer a considered and balanced review of the statement that the use of printed text was the most important influence on religious expansion and conversion in two societies. The two societies may or may not be from the same region. Candidates may offer equal coverage of religious expansion and conversion or prioritise the discussion of one of them. However, both aspects will feature in the response. Candidates may discuss the importance of the availability of religious tracts and copies of the Bible, often in the vernacular. In particular, the use of printed texts may be seen as an important method of conversion to Lutheranism with its emphasis on faith without the intercession of a priest. Other influences may be discussed, such as armed conflict, for example the Thirty Years War, that often compelled the conversion of populations to Catholicism or Protestantism. There may be discussion of the role of missionaries, who often accompanied the conquistadores, and the use of violence and torture to convert indigenous people to Christianity. Other relevant factors may be discussed, such as economic incentives to encourage conversion where business and trade, for example, could be facilitated by adopting a different religion, but with a focus on the issue in the question. 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 reasons for colonial/imperial expansion of **two** Early Modern states, each chosen from a different region.

The question requires that candidates give an account of the similarities and differences between two early modern states in terms of the reasons for colonial/imperial expansion, referring to both throughout. There does not need to be an equal number of each. The two early modern states must be from different regions. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to religious reasons such as the desire to defend fellow religious practitioners or evangelise foreign populations, for example the Portuguese expansion into Africa. Candidates may also give an account of similarities and differences with reference to political reasons such as the capitalization of internal conflicts abroad, or exploits fuelled by personal ambitions. Candidates may also refer to the role of resources in colonial/imperial expansion. Mention may be made of empires that expanded in search of precious metals (Spanish Empire), control over agricultural land and water (Ajuran Sultanate), or commodities such as spices (Dutch Empire). Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. To what extent were rebellions a serious challenge to the colonial rule of **two** Early Modern states?

The question requires that candidates consider the extent to which rebellions were a serious challenge to the colonial rule of two early modern states. The two states may or may not be from the same region. The challenges posed by the rebellions 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 states will be a feature of the response. Candidates may appraise the extent of challenges posed by rebellions and their economic or political impact. For example, candidates may appraise the challenges posed by failed rebellions, such as the Bengal and Bihar rebellions in 1580; or successful ones, such as the British Colonies in North America in 1776. There may also be an appraisal of the enduring social impact of movements such as the Pueblo Revolt, or their inspiration to later independence movements such as Tupac Amaru's rebellion. 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. “The most important causes of wars were political.” Discuss, with reference to **two** wars, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the statement that the most important causes of early modern wars were political. 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. Candidates may offer equal coverage of the two wars, or they may prioritize their discussion of one of them. However, both wars will be a feature of the response. Candidates may discuss the Dutch War of Independence where a desire for independence was an important political cause, as was the struggle for parliamentary rights in the case of the English Civil War. The Mughal conquest of northern India was made possible by the decline of the Delhi sultanate and judicious political alliances. Other relevant factors may be discussed, for example economic and religious causes, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. Evaluate the significance of the organization of warfare to the outcome of **two** wars.

The question requires that candidates make an appraisal of the significance of the organization of warfare to the outcome of two wars, weighing up its importance or otherwise. The two wars may or may not be from the same region. Candidates may offer equal coverage of the two wars, or they may prioritize their evaluation of one of them. However, both wars will be a feature of the response. Candidates may evaluate the significance of the Swedish recruitment system during the Great Northern War, Akbar’s mansabdari system in Mughal advances in India, the patient five-year build-up of forces by the Pueblo rebels or the highly-organized Japanese invasion of Korea (1592). Aspects of organization could include training and logistics. Other relevant factors may be addressed, for example technological advances, leadership, tactics and strategy, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

13. Discuss the view that developments in communication were the most important factor in the industrialization of **two** countries.

The question requires that candidates offer a considered and balanced review of the view that developments in communication were the most important factor in the industrialisation of two countries. The two countries may or may be chosen from the same region. Candidates may offer equal coverage of both countries or they may prioritise the discussion of one of them. However, both will be a feature of the response. Candidates may discuss the development of the telegraph in relation to the transmission of money orders that made banking and the flow of capital more efficient. The laying of telegraph cables between Europe and the United States and its importance for trade and industrialisation may be discussed. Candidates may discuss developments in communication to be synonymous with those in transportation and so may refer to improvements in road surfaces, the digging of canals and laying of railway lines as important factors contributing to industrialisation. Other relevant factors may be discussed, for example, access to raw materials such as coal and iron ore and the availability of capital, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. Evaluate the impact of industrialization on the labour conditions in **two** countries.

Candidates will make an appraisal of the impact of industrialisation on the labour conditions in two countries. The two countries may or may not be from the same region. Candidates may offer equal coverage of both countries, or they may prioritise the evaluation of one of them. However, both will be a feature of the response. Candidates may evaluate how, initially, the impact of industrialisation created dangerous labour conditions whilst more recent technological advances have made conditions safer with machinery doing much of the dangerous work in factories and coal mines. In countries where industrialisation took place more recently, there may be an evaluation of how the invention of more efficient and safer methods of production made labour conditions safer although in economically poorer countries these may have remained dangerous to health and safety. Other relevant factors may be addressed, for example, the willingness of governments to legislate for better working conditions or the presence of powerful worker unions, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 8: Independence movements (1800–2000)

15. Evaluate the importance of nationalism to the development of **two** independence movements.

The question requires that candidates make an appraisal of nationalism to the development of two independence movements, weighing up its importance or otherwise. The two independence movements may or may not be from the same region. Candidates may offer equal coverage of both independence movements, or they may prioritize their evaluation of one of them. However, both movements will be a feature of the response. Candidates may appraise the role of nationalism in the development of a new, distinct identity. They may also evaluate the role of nationalism as a binding element in colonies that contained different ethnic/linguistic or religious groups. The role of political parties such as the National Council of Nigeria and the Cameroons in Nigeria can provide an example. There may also be an appraisal of the role of nationalism as the ideological support for independence movements, and as an inspirational force behind recruitment. Other relevant factors may be addressed, for example religion, race, social and economic factors, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. "Social issues were the most important challenge faced in the first ten years of independence." Discuss, with reference to **two** states, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the statement that social issues were the most important challenge faced in the first ten years of independence. The two states must be from different regions. Consequence/results of the challenges 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 discussion of one of them. However, both states will be a feature of the response. Candidates may discuss the importance of challenges in unifying multi-ethnic/lingual or multi-religious groups or of ethnic tensions exacerbated after independence. . Candidates may also discuss long-standing social injustices and actions taken by elites to maintain their positions, or restrictions imposed by newly dominant groups.. Other relevant factors may be addressed, for example cultural and economic challenges, 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. “The development of political parties was the most important factor in the emergence of democracy.” Discuss, with reference to **two** democratic states, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the statement that the development of political parties was the most important factor in the emergence of democracy. The two states must be from different regions. Factors may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of the two states, or they may prioritize their discussion of one of them. However, both aspects will be a feature of the response. Candidates may discuss the importance of the established parties in Weimar Germany (not all of whom were loyal to democracy) and Congress in India. In Israel, while the Mapai pre-dated independence, important roles were played by the short-lived United Religious Front, and, later, the newly founded Likud. Other relevant factors may be addressed, for example economic stability, social cohesion or otherwise, or limitations placed on the military, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. Evaluate the impact of cultural policies in **two** democratic states.

The question requires that candidates make an appraisal of the impact of cultural policies in **two** democratic states, weighing up their importance or otherwise. The two states may or may not be from the same region. Impact may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates 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. Candidates may evaluate states’ policies in promoting the arts through subsidy or education. They may evaluate the impact on both popular culture and fine art. They may evaluate the impact of policies on freedom of expression, possibly in relation to broadcasting and the print media. The range of culture referred to could also include architecture, music, theatre, dance and sport. Evaluation could focus on the amount of culture, its quality, and creativity. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 10: Authoritarian states (20th century)

19. “Economic conditions were the most important factor in the emergence of authoritarian states.” Discuss with reference to **two** states, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the statement that economic conditions were the most important factor in the emergence of two authoritarian states. The two states must be chosen from different regions. Candidates may offer equal coverage of both states or they may prioritise the discussion of one of them. However, both will be a feature of the response. Candidates may discuss Germany where high unemployment was crucial to the surge of popular support in the elections of 1930 and 1932. Similarly, high inflation and unemployment contributed to the emergence of the People’s Republic of China. In Cuba, high (and seasonal) unemployment may be discussed as a significant factor in garnering support for the *Fidelistas* whilst in Italy, strikes during the “biennio rosso” contributed to the popularity of the Fascist Movement among the middle-class. Other relevant factors may be discussed, such as the use of propaganda, the weakness of existing governments and/or victory in regional or civil wars, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. Evaluate the importance of charismatic leadership to the maintenance of power in **two** authoritarian states.

Candidates will make an appraisal of the importance of charismatic leadership to the maintenance of power in two authoritarian states. The two states may or may not be chosen from the same region. Candidates may offer equal coverage of both states or they may prioritise the evaluation of one of them. However, both will be a feature of the response. Candidates may evaluate the importance of Mussolini’s charismatic leadership enhanced by newsreels, newspapers and speeches given from balconies to vast crowds. The importance of Mao’s god-like status elevated during the Cultural Revolution may be evaluated and in Argentina the importance of the personality cult of Peron and his wife, Evita, as evidenced by the outpouring of grief on her death in 1952. Other relevant factors may be addressed, for example, the state of the economy, foreign policy, suppression of opposition, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 11: Causes and effects of 20th century wars

21. “Economic factors were the most significant cause of war.” Discuss with reference to **two** wars, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the statement that economic factors were the most significant cause of war. 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. 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 the role of economic hardship as a precursor of wars, as seen in Argentina prior to the Falklands/Malvinas War. Candidates may also consider the role of economic disparities in the escalation of tensions leading to internal conflicts, for example the Chinese and Russian civil wars. Other relevant factors may be addressed, for example ideological, political, and territorial, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. “Peacemaking largely failed.” With reference to **two** wars, to what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that peacemaking largely failed. The two wars may or may not be from the same region. Consequences of the peacemaking process 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 wars, or they may prioritize their assessment of one of them. However, both wars will be a feature of the response. Candidates may consider different aspects in their consideration of peacemaking. For instance, they may consider post WWI treaties failures, given their role in future conflicts. Conversely, candidates may consider treaties that acted as a counterweight to growing influences, such as the Treaty of Portsmouth (1905), as examples of relative success. They may also consider treaties that achieved lasting peace, such as the Treaty of San Francisco (1951). 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. “Reconciliation was more important than confrontation in superpower relations.” Discuss with reference to the period between 1980 and 1991.

The question requires that candidates offer a considered and balanced review of the statement that reconciliation was more important than confrontation in superpower relations between 1980-1991. The focus may or may not be on the same region. Candidates may offer equal coverage of reconciliation and confrontation, or they may prioritize their discussion of one of them. However, both aspects will be a feature of the response. Candidates may discuss confrontation in the forms of the US boycott of the Moscow Olympics in response to the USSR's invasion of Afghanistan, the Soviet Union's disregard for the Helsinki Agreements, and the policies of the early Reagan years, characterised by hostile rhetoric and increased military spending. The SDI initiative may be discussed. Reconciliation came with Gorbachev's foreign policy and Reagan's willingness to discuss nuclear disarmament, resulting in successful negotiations of the INF treaty and, later on, of START. Reconciliation was also seen in superpower cooperation at the UN, to the benefit of peace agreements in Namibia and Cambodia, and Middle Eastern diplomacy; also, the USSR did not prevent the US led coalition from intervening in Kuwait in the in the First Gulf War.. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. “Mistrust between the superpowers was the most important cause of Cold War crises.” Discuss, with reference to **two** crises, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the statement that mistrust between the superpowers was the most important cause of Cold War crises. The two crises must be from different regions. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of the two crises, or they may prioritize their discussion of one of them. However, both aspects will be a feature of the response. Candidates may discuss the mistrust of Soviet intentions in Berlin in 1948 and Cuba in 1962 or the mistrust of the US's aims in Korea, especially after military action spread to the North. Other relevant factors may be addressed, for example the defence of spheres of influence, which triggered Soviet invasions of Hungary and Czechoslovakia, or the roles of leaders such as Nasser, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.
