

Markscheme

November 2023

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 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. Examine the impact of changes in social structures and systems on **two** societies, each chosen from a different region.

Candidates will consider the impact of changes in social structures and systems on two societies. The two societies must be from different regions, but they may or may not have been contemporaneous. The impact of 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 societies, or they may prioritize their examination of one of them. However, both societies will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to the impact of changes to the role of women, such as during the Tang dynasty when female enslavement became the norm. The impact of changes in class structure may be examined, for example the multiplication of Indian castes, and the introduction of the Tokugawa class system in Japan, or there may be a focus on the assimilation of migrant populations such as the Vikings into parts of western Europe and the Rus into Muscovy. The impact of changes in the pattern of landholding and obligations associated with it may be examined, such as the European feudal system or the impact of Aztec settlements as they transitioned from being migrant to permanent, around Tenochtitlan. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

Candidates will make an appraisal of the impact of two key individuals on cultural and intellectual developments in the period 750-1400, weighing up their importance or otherwise. The two individuals may or may not be from the same region and they may or may not have been contemporaries. 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 individuals, or they may prioritize their evaluation of one of them. However, both will be a feature of the response. A comparative approach may or may not be used. Candidates may evaluate Chaucer's influence on the English language, Dante's pioneering of the use of the vernacular or Hildegard of Bingen's impact on music. There may be evaluation of the patronage of Mansa Musa, who established a centre of Islamic learning in Mali, Wenzong's codification of literature, artworks and calligraphy, or Caliph al-Mansur's introduction of foreign scholarship to the Arab audience. Both importance and limitations must be clearly indicated but there does not need to be an equal number of each. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

3. Evaluate the importance of the short- and long-term causes of **two** wars.

Candidates will make an appraisal of two medieval wars weighing up the importance or otherwise of the long and short-term causes. The two wars may or may not be from different regions and may or may not be contemporaneous. Causes may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may evaluate the importance of the long- and the short-term causes in Europe and the Middle East of one or more of the Crusades. Causes may include Papal concerns over feuding among nobles; access of pilgrims to Christian sites in Jerusalem; access to land, resources and trade. The relative importance of issues of succession upon the death of Tezozomoc, and the emergence of the Aztec Triple Alliance as causes of the Tepanec War may be evaluated, or the importance of rival claimants to the title and lands of the Great Khan, among other causes of the Toluid civil war. The relative importance of the long- and short-term causes of the Norman invasion of England may be evaluated with issues such as succession to the English throne and the weakness of the English monarchy weighed against the ambitions of the Duke of Normandy. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. “The most significant effect of war was demographic change.” With reference to **two** wars, to what extent do you agree with this statement?

Candidates will consider the merits, or otherwise, of the statement that the most significant effect of war was demographic change. The two wars may or may not be from the same region and may or may not have been contemporaneous with each other. Consequences may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may consider the demographic impact of the Crusades upon Europe and/or the Middle East where, for example, there was a significant increase in Christian settlements. The effect of the Hundred Years War leading to a decline in the population of France would also be relevant. In Asia, the extension of the Mongol Empire affected the population of China, with some regions being subject to a decline in population. Similarly, the effect of wars led to the abandonment of cities and the decline of the Mayan Empire. While other relevant effects such as shifts in borders or change of ruler or religion may be referred to, the bulk of the response will remain on the issue raised in question. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 3: Dynasties and rulers (750–1500)

5. “Rulers were rarely successful in achieving their aims.” Discuss with reference to **two** rulers, each chosen from a different region.

Candidates will offer a considered and balanced review of the view that rulers were rarely successful in achieving their aims. The two rulers must be from different regions, but they may or may not have been contemporaries. Achievements and failures 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 discussion of one of them. However, both rulers will be a feature of the response. A comparative approach may or may not be used. Candidates may discuss rulers such as Louis XI of France and Charlemagne, who were overwhelmingly successful both militarily and in promoting domestic prosperity. Itzcoatl too laid the foundations of the Aztec Empire and presided over the construction of a new capital city. Others, such as Harun al-Rashid and Emperor Huizong had mixed records, both established vibrant cultural centres but failed to stifle internal and/or external threats. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. Compare and contrast the methods of government and administration of **two** rulers.

Candidates will give an account of the similarities and differences between the methods of government and administration of two rulers, referring to both throughout. The two rulers may or may not be from the same region and they may or may not have been contemporaries. For comparison, candidates may refer to the importance of legal reform to rulers such as Emperor Frederick I and Henry II of England. Both Emperor Hongwu and Genghis Khan established a meritocratic civil service. Basil III and Genghis Khan both strove to contain the power of noble families, either by the redistribution of noble estates or the awarding of positions of honour according to bravery and loyalty rather than hereditary title. In contrast, there is little record of Timur setting up institutions of state as he relied on terror and military prowess. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each. 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 changing patterns of trade on the economies of **two** countries.

Candidates will consider the interrelationship between changing patterns of trade and the economies of two countries. The two countries may or may not be from the same region. A comparative approach may or may not be used. Candidates may examine the impact of the spice trade upon the economy of the Netherlands and how this shifted the focus of trade away from Europe as well as significantly increasing the wealth of the country. There may be an examination of the impact upon Venice of the Portuguese trade with Africa and the Orient, and how this contributed to the decline of the Venetian economy. The harmful impact upon the Spanish economy of the influx of gold and silver from the Americas may be examined. In India, the establishment of the English East India Trading Company and the impact this had upon local economies may be examined. An examination of the impact of indentured labour and the slave trade upon the economies of the Thirteen Colonies would also be relevant as well as the impact the slave trade had upon the Kingdom of Allada, for example. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. Discuss the cultural and intellectual impact of **two** key figures, each chosen from a different region.

Candidates will offer a considered and balanced review of the cultural and intellectual impact of two key figures. The two key figures must be chosen from a different region but may or may not have been contemporaries. Their impact may extend beyond the timeframe but must be clearly linked to the issue in the question. Candidates may discuss Li Shizhen (1518-1593) who was renowned for his medical texts, especially concerning inoculations and treatment of smallpox. Wang Yangmin (1472-1529) had a significant impact on philosophy with his emphasis on "innate knowledge" leading, ultimately, to a rejection of Song/Ming ideologies. In the Americas, the influence of Bartolome de Las Casas (1484-1566) may be discussed as he worked to institute and protect the rights of the indigenous population as embodied in the New Laws of 1542. Machiavelli (1459-1527), diplomat, philosopher and historian was influential far beyond Florence and the court of the Medicis. His book, "The Prince", influenced ruling dynasties throughout Europe. Ottoman astronomer Taqi-al-din (1526-1585) was a renowned engineer and inventor as well as a philosopher and theologian. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 5: Early Modern states (1450–1789)

9. “The nature of rule was the main reason for the ascendancy of states.” Discuss with reference to **two** states.

Candidates will offer a considered and balanced review of the statement that the nature of rule was the main reason for the ascendancy of states. The two states may or may not be from the same region and they may or may not have been contemporaneous with each other. Reasons 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 states will be a feature of the response. A comparative approach may or may not be used. Candidates may discuss the ascent of Peter the Great's Russia, that was founded on reforms of government while remaining heavily dependent on the leader's personality. The ascent of the Tokugawa Shogunate was supported by powerful shoguns and daimyo, efficient administration and lucrative taxation. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. “Issues of succession were the main cause of internal conflict.” Discuss with reference to **two** early modern states.

Candidates will offer a considered and balanced review of the statement that issues of succession were the main cause of internal conflict. The two states may or may not be from the same region and they may or may not have been contemporaneous with each other. Causes may predate the 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 states will be a feature of the response. A comparative approach may or may not be used. Candidates may discuss a series of disputed successions which blighted the later Mughal Empire and the imperial reigns of Kangxi (the Nine Lords' War) and Yongzheng Civil War, fought between half-brothers who claimed succession, weakened the Inca Empire in the face of Pizarro's threat. Alternatively, the English Civil War was fought over constitutional, economic and religious issues. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

11. Evaluate the impact of technological developments on the outcome of **two** wars, each chosen from a different region.

Candidates will make an appraisal of the importance of technological developments on the outcome of two wars. The two wars must be chosen from different regions, but they may or may not have been contemporaneous with each other. A comparative approach may or may not be used. Candidates may evaluate the importance of technology on the defeat of the Spanish Armada with reference to the development of naval tactics and the fast re-loading of cannons deployed by the English fleet. There may be an evaluation of the deployment of smaller but better-trained armies by Gustavus Adolphus during the Thirty Years War along with the application of technology such as the use of muskets, making armies more mobile. The impact of technology such as the use of gunpowder and musketry was significant to the outcome of the Spanish conquest of the Aztec Empire. The importance of rocketry used by the Mughal army in the Siege of Bidar during the consolidation of the empire, may be evaluated. While other relevant factors such as skillful strategy; effective leadership; the weakness of enemies may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. "Peacemaking that followed wars was rarely successful." With reference to **two** wars, to what extent do you agree with this statement?

Candidates will offer a considered and balanced review of the statement that peacemaking that followed wars was rarely successful. The two wars may or may not be from the same region and may or may not be contemporaneous with each other. The consequences of peacemaking may extend beyond the timeframe but must be clearly linked to the issue raised in the question. In China, the Treaty of Nerchinsk (1689) went some way to regularizing relations between China and Russia but was followed in 1727 by the Treaty of Kiakhta that encouraged religious and cultural exchanges as well as addressing issues such as trade that had continued to imperil peacemaking. The Treaty of Nasuh Pasha between the Ottoman Empire and Safavid Persia was signed in 1612 although disputes over the payment of tribute led to the renewal of warfare. Meanwhile, the Treaty of Westphalia (1648) may be seen to have brought a period of peace and stability to Europe following the Thirty Years War. Candidates may agree, partly agree or disagree with the statement, but their 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 impact of technological developments on industrialization in **two** countries.

Candidates will make an appraisal of the impact of technological developments on industrialization in two countries, weighing up their importance or otherwise. The two countries 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 the two countries, or they may prioritize their evaluation of one of them. However, both countries will be a feature of the response. A comparative approach may or may not be used. Candidates may appraise the impact of developments in transport, such as railways and canals, in transporting raw materials and finished products. New technology, such as the cotton gin and the steam engine, gave impetus to the Industrial Revolution and enabled mass production. The use of new technology in agriculture increased yield and helped to feed the new industrial towns. Both importance and limitations must be clearly indicated but there does not need to be an equal focus on each. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 14.** Discuss the social impact of urbanization on **two** countries.

Candidates will offer a considered and balanced review of the social impact of urbanisation on two countries. The two countries 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 countries, or they may prioritize their examination of one of them. However, both countries will be a feature of the response. A comparative approach may or may not be used. Candidates may discuss problems related to public health and poor housing, or, more positively, in the long term, improved access to healthcare and education. There may be discussion of how poor urban social provision may have impacted on levels of poverty, crime and social disunity. Commonly, urbanization has led to depopulation of the countryside and so impacted rural communities and family structure. There may be discussion of living conditions in suburbia, for example, compared to inner cities. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 8: Independence movements (1800–2000)

15. Evaluate the importance of external factors in the growth of **two** independence movements, each chosen from a different region.

Candidates will make an appraisal of the importance of external factors in the growth of two independence movements, weighing up their strengths and importance or otherwise. The two independence movements must be from different regions. The external factors may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of each independence movement, or they may prioritize their evaluation of one of them. However, both movements will be a feature of the response. Candidates may appraise the importance of external military help as a factor in fostering independence, for example, the role of France and the United Kingdom in demands for the independence of Greece. Candidates may also evaluate the importance of economic factors, for example in the independence of Cuba. They may also evaluate the importance of the Cold War, for example, in the movements for Angolan independence. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. “Non-violent methods were more effective than violent methods in achieving independence.” Discuss with reference to **two** states.

Candidates will offer a considered and balanced review of the view that non-violent methods were more effective than violent methods in achieving independence. The two states may or may not be from the same region and they may or may not have been contemporaneous with each other. Candidates may offer equal coverage of the two states, or they may prioritize their discussion of one of them. However, both states will be a feature of the response. A comparative approach may or may not be used. Candidates may discuss the initially disappointing results from the use of non-violent methods in India, noting that independence, while accompanied by violence, was achieved, in part, due to the economic weakness of Britain. Violence was centrally important to Bolivar's victories in South America and to the achievement of independence in Greece and Algeria. Despite military victory over the Spanish, Filipino independence was eventually granted peacefully by the US. In Kenya, the violence associated with the Mau-Mau movement and its suppression may be discussed along with non-violent methods and the leadership of Kenyatta in achieving independence. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

17. “Economic forces were the most important influence on the development of democratic states.” Discuss with reference to **two** states, each chosen from a different region.

Candidates will offer a considered and balanced response to the statement that economic forces were the most important influence on the development of democratic states. The two democratic states must be from different regions, but they may or may not have been contemporaneous with each other. Candidates may discuss how the economic impact of the First World War along with reparation payments made for a rocky start to Weimar Germany whilst the perceived stability of the “Golden Years” contributed to its democratic development prior to its demise due, in part, to the Great Depression. During the post-war occupation of Japan, the liberal economic policies of the “New Dealers” may be discussed and linked to the push for greater democracy. In post-war Italy, the impact of the Marshall Plan may be discussed as a factor that contributed to the “economic miracle” of the 1950s and the steadying of post-war democracy. In Argentina, economy crises threatened democracy, that evolved only upon their resolution. While other relevant factors may be referred to, such as governmental institutions or political representation, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. “Policies towards women were rarely successful in achieving their aims.” Discuss with reference to **two** democratic states.

Candidates will offer a considered and balanced response to the statement that policies towards women were rarely successful in achieving their aims. The two democratic states may or may not be from different regions and may or may not be contemporaneous with each other. Candidates may discuss women being given the right to vote in Japan in 1945 and being free to marry without the permission of the patriarch of the family. However, full economic and social equality remained elusive. In the US, the Equal Pay Act of 1963 may be seen to have had some success and various ERA measures were adopted by many, but not all, states. In South Africa, legislation was passed to ensure equal pay for women and protection against domestic violence but with limited success. In the UK, the Equal Pay Act was passed in 1970 and paid maternity leave became law in 1994. In India, the Sati Prevention Act was passed in 1987 although this was perceived by some as government interference in religious belief. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 10: Authoritarian states (20th century)

19. To what extent did social division contribute to the emergence of **two** authoritarian states, each chosen from a different region?

Candidates will offer a considered and balanced review of the extent to which social division contributed to the emergence of two authoritarian states. The two authoritarian states must be drawn from different regions, but they may or may not have been contemporaneous with each other. Candidates may offer equal coverage of the two authoritarian states, or they may emphasize their discussion of one of them; however, both authoritarian states will be a feature of the response. Candidates may consider social division in China prior to the emergence of the PRC and how Mao galvanized the peasantry that had been alienated from the GMD. For Russia, there may be consideration of how Lenin used rhetoric to appeal to the proletariat and to build opposition to the Provisional Government. In Cuba, Castro focused on the need for social justice and building opposition to the government of Batista. In Argentina, Peron made much of the support given to him by the “*descamisados*”. Other relevant factors to be considered may include economic crises, the use of force, the impact of war. Candidates’ opinions will be presented clearly and supported by appropriate evidence.

20. “The use of force was the most important method used to maintain power in authoritarian states.” Discuss with reference to **two** authoritarian states.

Candidates will offer a considered and balanced review of the statement. The two authoritarian states may or may not be from the same region and they may or may not have been contemporaneous with each other. Candidates may offer equal coverage of the two authoritarian states, or they may emphasize their discussion of one of them; however, both authoritarian states will be a feature of the response. Candidates may discuss campaigns against political enemies and the use of torture, executions, prison and censorship, for example by Mao before and during the Cultural Revolution, or Stalin and the Great Terror. They may also discuss the role of paramilitary forces or special police, for example the Sturmabteilung (the SA) and the Gestapo in Nazi Germany. While other relevant factors, for example propaganda, economic and social policies, or charismatic leadership, may be discussed, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

21. “The most important causes of wars were political.” With reference to **two** wars, to what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that the most important causes of two wars were political. The two wars may or may not be from the same region and they may or may not be contemporaneous with each other. Causes may predate the timeframe but must be clearly linked to the issue raised by the question. 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 consider wars which were caused by disputes over politically important areas, for example the Balkans in 1914. Some civil wars, such as the Irish Civil War, may have been caused, in part, by unequal political rights, or to eliminate political opposition (for example, the Russian Civil War), while others, such as the Nicaraguan Civil War, were an aspect of ideological Cold War conflict. Other relevant factors may be addressed, for example, economic causes, racial and/or religious tension, aggressive leadership or territorial ambition, but with a focus on the issue raised by the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. “The most significant effects of war were economic.” Discuss with reference to **two** wars, each chosen from a different region.

Candidates will offer a considered and balanced review of the statement that the most significant effects of war were economic. The two wars must be from different regions, but they may or may not be contemporaneous with each other. Effects of the wars 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 discussion of one of them. However, both wars will be a feature of the response. Candidates may discuss the costs of conducting wars, which may have required addressing deficits, or the repayments of bonds. Similarly, mention may be made of the costs of rebuilding infrastructure or relocating displaced populations. Candidates may also discuss the economic impact of peace settlements, such as the reparation payments and loss of industrial areas imposed on Germany by the Treaty of Versailles. Other relevant factors may be addressed, for example territorial changes, political, social and demographic 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 12: The Cold War: Superpower tensions and rivalries (20th century)

23. “Fear, rather than aggression, was the main cause of superpower rivalry between 1943 and 1949.” To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that fear, rather than aggression, was the main cause of superpower rivalry between 1943 and 1949. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. They may consider Stalin’s fear of a reunited, revived Germany as being partly responsible for the Berlin Blockade. Russian fears of US expansion into Europe were also heightened by the Truman Doctrine and the Marshall Plan. US fears may have been stoked by Kennan’s Long Telegram, which significantly influenced American diplomacy. Russian actions in Eastern Europe, which were arguably in contravention of promises made at Yalta, were regarded by the US as aggressive; however, the USSR was shattered by war, and arguably motivated mostly by fear. Other relevant factors may be considered such as the impact of the US advancement in nuclear weaponry and the failure of the Baruch Plan. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. Evaluate the impact of **two** Cold War crises on superpower rivalry.

Candidates will make an appraisal of the impact of two Cold War crises on superpower rivalry. The two crises may or may not be from the same region and may or may not be contemporaneous with each other. 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 crises or they may prioritize their evaluation of one of them. However, both crises will be a feature of the response. Candidates may evaluate the impact of a Cold War crisis in positioning superpowers in opposing camps, for instance the Berlin Blockade. Candidates may evaluate the impact of crises such as Korea (1950) or Congo (1960–61) that brought the struggle to different regions, and/or involved the UN in Cold War tensions. It would be valid for candidates to evaluate the different aspects of the crisis, for example Cuba (1962) and refer to the negative impact of brinkmanship or to the compromise reached over weapons in Cuba and Turkey. Other crises, like Hungary (1956) and Prague Spring (1968), provide an opportunity to evaluate the impact of steps taken by a superpower to deal with perceived challenges to their influence. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.
