

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 pattern 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. 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 monarch 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 and sound argument.

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 and sound argument.

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 II 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.

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 deleterious 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 Companies 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 may or may not be from the same region and 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 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 Tokugawa 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 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 and sound argument.

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 and they may or may not have been contemporaneous with each other. Impact may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of 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 and they may or may not have been 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 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 impacting 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 political ideology in the rise of **two** independence movements, each chosen from a different region.

Candidates will make an appraisal of the role of political ideology in the rise of two independence movements weighing up its importance or otherwise. The two movements must be from different regions, but they may or may not have been contemporaneous with each other. Importance may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of two movements, or they may prioritize their evaluation of one of them. However, both movements will be a feature of the response. A comparative approach may or may not be used. Candidates may evaluate the role of Ho Chi Minh’s communism in Vietnam, the role of socialism and Pan-Africanism in Ghana, Marti’s passion for social justice in Cuba, or Jinnah’s conversion to ‘two-religions-two nations’ in Pakistan. Both importance and limitations must be clearly indicated but there does not need to be an equal focus on each. While other relevant factors such as leadership and the role of colonial powers 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.

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 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 and sound argument.

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 and sound argument.

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 male 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 with 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 and sound argument.

Topic 10: Authoritarian states (20th century)

19. Evaluate the impact of war on the emergence of **two** authoritarian states, each chosen from a different region.

Candidates will make an appraisal of the impact of war upon the emergence of two authoritarian states weighing up its importance, or otherwise. The two states must be from different regions, but they may or may not be contemporaneous with each other. Candidates may evaluate the impact on the emergence of Fascist Italy of the “mutilated peace” and public anger over the high number of war casualties. The emergence of Lenin and the Bolshevik state may be linked to the March Revolution that was rooted in economic crises exacerbated by the First World War. For Nazi Germany, defeat in the First World War gave rise to the myths of the “stab in the back” and the “diktat”, that were central to the emergence of the NSDAP. In China, the impact of the Sino-Japanese War and the civil war that brought victory to the CCP may be evaluated. The 1948 Arab-Israeli conflict damaged the reputation of King Farouk of Egypt, leading to his overthrow and the emergence of the FOM and Nasser. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. Evaluate the impact of foreign policy on the maintenance of power in **two** authoritarian states.

Candidates will make an appraisal of the impact of foreign policy in the maintenance of power in two authoritarian states. The two states may or may not be from different regions and may or may not be contemporaneous with each other. Candidates may evaluate the impact of Hitler’s foreign policy on his maintenance of power in Nazi Germany and may argue that the failure of Operation Barbarossa led to his downfall. In Fascist Italy, Mussolini’s brutal Pacification of Libya, the invasion of Ethiopia and Italy’s involvement in the Spanish Civil War may have helped him maintain power but failed military campaigns led to his overthrow in 1943 and demise in 1945. For Egypt under Nasser, the nationalisation of the Suez Canal was a major success and, despite involvement in the North Yemen civil war and defeat in the Six Day War, he remained president until his death in 1970. For China, the impact of Mao’s foreign policies such as involvement in the Korean War; the Sino-Soviet Split; and rapprochement with the US may be evaluated. While other, relevant factors such as the use of force or propaganda 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.

Topic 11: Causes and effects of 20th century wars

21. Compare and contrast the short-term causes of **two** civil wars.

Candidates will give an account of the similarities and differences between the short-term causes of two civil wars, referring to both throughout. The two civil wars 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. Comparison and contrast may refer to types of short-term causes. Ideology was a factor in Spain, where the radicalism of the left-wing government contributed to the CEDA's right wing backlash; the Russian Civil War was caused by remnants of Tsarist support, resistance to policies such as land reform and opposition to the imposition of communist rule. Economic causes of civil war were also influential, such as hyperinflation in mid 1940s China, whilst the withdrawal of colonial powers and the emerging rivalry of the Cold War were factors in both Vietnam and Korea. Factionalism in the army and among tribes was a short-term factor in North Yemen. 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.

22. Discuss the short-term political impact of **two** wars, each chosen from a different region.

Candidates will offer a considered and balanced review of the short-term political impact of two wars. The two wars must be from different regions, but they may or may not have been contemporaneous with each other. Candidates may offer equal coverage of two wars, or they may prioritize their discussion of one of them. However, both wars will be a feature of the response. A comparative approach may or may not be used. Candidates may discuss the impact of the First World War on the balance of power, and instability, in Europe, or the Soviet takeover of Eastern Europe after the Second World War that coincided with the beginnings of the Cold War. The Falklands/Malvinas War resulted in the fall of the Argentine junta and a strengthening of the domestic position of Margaret Thatcher. There may be discussion of the flight of Jiang to Taiwan after the communist victory in China, which also had political repercussions on the political landscape in the US. The First Gulf War saw the survival of Saddam, the restoration of Kuwaiti independence, and autonomy for Kurdistan. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

23. Discuss the social and cultural impact of the Cold War on **two** countries, each chosen from a different region.

Candidates will offer a considered and balanced review of the social and cultural impact of the Cold War on two countries. The two countries may or may not be from the same region and may or may not be contemporaneous with each other. A comparative approach may or may not be used. Candidates may refer to the ideological impact of Cold War rivalry on society and culture in the USSR where much was made of public access to “high cultural” such as theatre, ballet and orchestral concerts, as well as sporting prowess in events such as the Olympics. The social impact was evident such as travel restrictions, limited access to foreign news and an emphasis on the external threat posed by ideological enemies. In the US, the McCarthy era led to the boycott of Hollywood writers and actors, whilst there was CIA funding for abstract art and Encounter magazine. Meanwhile, fear of nuclear war led to the building of bomb shelters and the inculcation of drills in schools and society at large. In Cuba, the impact of the Cold War led to greater dependency on the USSR and an obligation to follow its cultural and social guideline. The cultural and social impact of the Cold War on scientific education, as well as the teaching of History, in specific countries may be discussed. Candidates may also discuss the environmental impact of nuclear testing on society. Candidate's' opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. “Superpower rivalry increased as a result of Cold War crises.” With reference to **two** crises, each chosen from a different region, to what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that superpower rivalry increased as a result of Cold War crises. The two crises may or may not be chosen from a different region and may or may not be contemporaneous with each other. A comparative approach may or may not be used. Candidates may refer to the Cuban Missile Crisis when superpower rivalry increased during the crisis but decreased subsequently with agreements reached over the withdrawal of nuclear weapons from Cuba and Turkey and limits placed on the atmospheric testing and, later, the proliferation of nuclear weapons. The Berlin Blockade increased tension over the application of post-war agreements and exacerbated rivalry leading to deeper divisions between the US and the USSR. Arguably, the Berlin Crisis of 1958-61 and the building of the Wall led to a more stable Berlin, and so relieved pressure in one of the most dangerous pressure points of Cold War rivalry. Although the Hungarian Revolution and the Suez Crisis may have worsened relations between the superpowers and their allies, suggesting a possible decrease in tension, nevertheless, these two crises also heightened superpower rivalry. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.
