

# Markscheme

**May 2024**

**History**

**Higher and Standard level**

**Paper 2**

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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.

### Markbands for paper 2

Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**. If an answer indicates that the demands of the question are understood and addressed but that **not all implications are considered (for example, compare or contrast; reasons or significance; methods or success)**, then examiners should not be afraid of using the full range of marks allowed for by the markscheme: *as such*, responses that offer good coverage of some of the criteria should be rewarded accordingly.

**For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate’s work please contact your team leader.**

## Topic 1: Society and economy (750–1400)

1. “There was only limited change in social structures and systems.” Discuss with reference to **two** societies, each chosen from a different region, in the period 750–1400.

The question requires that candidates offer a considered and balanced review of the statement that there was only limited change in social structures and systems in two societies in the period 750–1400. The two societies **must** be from different regions. Discussion of the extent of change may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of two societies, or they may prioritize their discussion of one of them. However, both societies will be a feature of the response. Candidates may discuss migration towards towns in Aztec society, or the extent of social change as a result of invasion and conquests such as the Normans in England and Sicily, the Muslims in India or the Mongols in Asia. The rigidity of Chinese society, imbued with Confucianism, may be discussed, or the impact of Black Death on feudalism in Western Europe. There may be discussion of change such as the growth of urban centres and the role of the merchant class or of enduring social structures in rural, agricultural communities. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. Examine the impact of artistic and cultural developments in **two** societies in the period 750–1400.

The question requires that candidates consider the interrelationship between artistic and cultural developments and societies in the period 750–1400. The two societies 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 two societies, or they may prioritize their examination of one of them. However, both societies will be a feature of the response. Candidates may examine the impact of the development of the Italian and English languages, or the impact of Noh theatre in Japan on the fashion of the ruling and military class and on new theatrical genres. The impact of the establishment of the centre of learning and the construction of the Great Mosque at Djenné in Mali, may be examined. The Islamic Golden Age had a huge impact right across the cultural spectrum. The impact of the explosion of temple-building by the Hoysalas in southern India was considerable in the short-term, before the destructive conquest by the Delhi sultanate. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

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

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

4. Evaluate the significance of logistics and tactics on the outcome of **two** wars in the period 750–1500.

The question requires that candidates make an appraisal of the significance of logistics and tactics on the outcome of two wars in the period 750–1500, weighing up their significance or otherwise. The two wars may or may not be from the same region. Candidates may offer equal coverage of both wars, or they may prioritize their evaluation of one of them. However, both wars will be a feature of the response. Candidates may appraise the role of tactics by looking at the contribution of offensive or defensive tactics on the outcome of wars. Candidates may evaluate, for example, the impact of deceptive tactics in the Battle of Hattin, or the use of siege engines in the cities of Xiangyang and Fancheng. They may also provide an evaluation of innovative tactics such as the introduction of a new mode of engagement by the highly mobile Mongol warriors. Candidates may also appraise the role of logistics in the outcome of wars. They may consider the steps taken to produce, transport and store supplies and the difficulties encountered by leaders, such as Alexius, during the Byzantine-Seljuk War. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

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

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

6. "Their successes were greater than their failures." With reference to **two** medieval rulers in the period 750–1500, to what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the successes were often greater than the failures of two medieval rulers in the period 750–1500. The two rulers may or may not be chosen from a different region and may or may not have been contemporaries. Candidates may offer equal coverage of both rulers or may prioritise the assessment of one but both will be a feature of the response. Candidates may consider Richard I of England, renowned as a hero of the Crusades but less successful in the governance of England. Emperor Adronikos I Komnenos of Byzantium, staged a coup to seize power and introduced reforms to eradicate corruption, but his reign ended in extreme violence. Genghis Khan established the Mongol Empire as the largest in the world but at great cost, even of acts of genocide, in the case of Western Xia. Mansa Musa may be considered with mention of his renowned pilgrimage to Mecca where his wealth and generosity made a significant impression although, in Mali, he was also criticised for his largesse. Candidates' opinions or conclusions will be presented clearly and supported with appropriate evidence.

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

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

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

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

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

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

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

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

10. To what extent were internal challenges to power overcome in **two** Early Modern states in the period 1450-1789?

The question requires that candidates consider the extent to which internal challenges to power were overcome in two Early Modern states in the period 1450-1789. The two states may or may not be from the same region. Candidates may offer equal coverage of both states, or they may prioritize their examination of one of them. However, both states will be a feature of the response. Candidates may refer to the extent to which Elizabeth I of England faced down Catholic challenges through carefully crafted reform and defeating rebellion, or to the efforts of European states to overcome challenges from Protestantism. They may consider Catherine the Great's efforts to overcome conservative resistance and peasant discontent. There may be consideration of the Mughal emperors' struggles with native resistance, often based on religion, from, for example, the Hindu Rajas of Bengal and the Sikhs. In Ming China the challenge came from the Mongols, which became an internal matter with their occupation of northern China, from which they were driven out. 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. “Competition for resources was the main cause of war.” With reference to **two** Early Modern Wars in the period 1500-1750, to what extent do you agree with this statement?

The question requires that the candidate consider the merits or otherwise of the statement that competition for resources was the main cause of war in the period 1500-1750. The two wars may or may not be chosen from a different 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 prioritise the coverage of one. However, both wars will feature in the response. Candidates may argue that the lure of gold and silver caused the Spanish War against the Aztec Empire but the importance of conversion to Christianity may also be considered. Religion may be seen as the main cause of The Thirty Years War, but it was also fought over power and territorial expansion. The Ottoman-Mamluk War was fought over the spice trade but also about control of the Holy Cities. The Japanese invasion of Korea may be used as a counter argument as the conflict was more about territorial expansion and power than a struggle over resources. Candidates’ opinions or conclusions will be presented clearly and supported with appropriate evidence.

12. Discuss the impact of foreign influence on the outcome of **two** Early Modern Wars in the period 1500-1750, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the impact of foreign influence on the outcome of two Early Modern Wars in the period 1500-1750. The two wars **must** be from different regions. The outcome of the wars may extend beyond the timeframe, but 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. In discussing the impact of foreign influence, reference may be made to the Japanese invasion of Korea in 1592, where Chinese forces intervened and eventually forced a Japanese retreat. In the English Civil War, the involvement of Scotland may be considered, as its army was crucial for the victories of the New Model Army at Marston Moor and Naseby. The involvement of the English, Dutch and the French alongside their Native American allies in the Beaver Wars may be discussed. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

13. “Technological developments were the most important reason for industrialization.” Discuss, with reference to **two** countries in the period 1750–2005.

The question requires that candidates offer a considered and balanced review of the statement that technological developments were the most important reason for industrialization in two countries in the period 1750–2005. The two countries may or may not be from the same region. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of both countries, or they may prioritize their discussion of one of them. However, both countries will be a feature of the response. Candidates may discuss inventions such as the spinning jenny and power loom, which kickstarted early industrialization in Britain and elsewhere. The development of canals and railways enabled the transport of raw materials and finished goods, enabling industrialization. New agricultural technology released cheap labour, while the steam engine stimulated the building of factories. Other relevant factors may be addressed, for example the role of investors and entrepreneurs and the availability of natural resources, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

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

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

15. "External factors were more significant than internal ones in the rise of independence movements." Discuss with reference to **two** independence movements in the period 1800–2000.

The question requires that candidates offer a considered and balanced review of the statement that external factors were more significant than internal ones in the rise of two independence movements in the period 1800–2000. The two movements may or may not be from the same region. Candidates may offer equal coverage of both movements, or they may prioritize their discussion of one of them. However, both movements will be a feature of the response. Candidates may discuss the significance of the contribution of external factors, such as European nationalism to nationalist colonial movements. Additionally, they may discuss the significance of the impact of wars, such as the Second World War, on the rise of movements in Indochina or the Dutch East Indies. When discussing the significance of internal factors, candidates may refer to social conflicts resulting from oppression. For instance, the socio-economic disparity between Algerian nationals and pied-noirs fuelled demands for self-government. Candidates may also consider economic, social or political developments. In Ireland, for example, the economic hardship endured in rural areas strengthened demands for Home Rule. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. With reference to **two** independence movements in the period 1800–2000, each chosen from a different region, to what extent did their success depend on effective leadership?

The question requires that candidates consider the merits or otherwise of the suggestion that the success of two independence movements in the period 1800–2000 depended on effective leadership. The two movements **must** be from different regions. Candidates may offer equal coverage of both movements, or they may prioritize their assessment of one them. However, both movements will be a feature of the response. Candidates may consider different aspects of leadership and their contribution to the success of the independence movement. They may consider leaders with strategic or organizational abilities, such as Simon Bolivar; or leaders with charisma such as Gandhi in India, or Nkrumah in Ghana. Conversely, candidates may consider additional factors such as the role of wars in debilitating colonial powers, for example the Napoleonic wars; or may refer to the intervention of foreign states, for example, USSR and China in Mozambique's war of independence. Additionally, candidates may consider the impact of internal difficulties, such as the Carnation Revolution in Portugal, on the strength of the colonial authority. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

17. Evaluate the significance of external influences on the emergence of **two** democratic states in the period 1848–2000, each chosen from a different region.

The question requires that candidates make an appraisal of the significance of external influences on the emergence of two democratic states in the period 1848–2000, weighing up their strengths and limitations. The two states **must** be from different regions. Influences may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of both states, or they may prioritize their evaluation of one. For Weimar Germany, the significance of both Wilson's 14 Points and the Treaty of Versailles may be evaluated. For Meiji Japan, basing the constitution on that of Prussia may be considered significant. Alternatively, candidates may focus on the revival of democracy after 1945 under the tutelage of the US occupation. In South Africa, the significance of sanctions and the end of the Cold War may be evaluated. For India, candidates may evaluate the influence of political change in Britain as well as the Second World War. Candidates may refer to other relevant factors, for example internal demands for change 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 significance of civil protests in the development of **two** democratic states in the period 1848–2000.

The question requires that candidates make an appraisal of the significance of civil protests in the development of two democratic states in the period 1848–2000. The two states may or may not be from the same region. Candidates may offer equal coverage of both states, or they may prioritize their discussion of one. There may be evaluation of civil rights marches in the US and campaigns that led to changes that allowed the full participation of black citizens in the democratic process. Women's rights marches contributed to the Equal Rights Amendment being adopted in most states. The 1968 student protests in Europe, and in Mexico may be evaluated; they called for the liberalisation of political systems, reforms in higher education, and peace in Vietnam. There may be evaluation of civil protests for language rights in Wales, Catalonia and Norway that led to some measure of devolved government, and official status given to minority languages. Protests against the caste system in India called for the enforcement of legislation to ensure it no longer applied to higher education and employment. Other relevant factors may be addressed, for example the role of governments in anticipating or in meeting demands of protestors. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

**19.** Compare and contrast the nature of opposition in **two** 20<sup>th</sup> century authoritarian states.

The question requires that candidates give an account of the similarities and differences between the nature of opposition in two 20<sup>th</sup>-century authoritarian states, referring to both throughout. There does not need to be an equal number of each. The two states may or may not be from the same region. For comparison and contrast candidates may refer to different types of opposition such as Nasser from within the military and the Muslim Brotherhood, or opposition to Kenyatta from within his own party and the rival Kenya People's Union. Opposition to Hitler came also from the military, and there may be discussion of the July Plot; youth groups, such as the Swing Youth and Edelweiss Pirates, and religious leaders such as Galen and Bonhoeffer may also be used for comparison. The Whites' opposition to the Russian Revolution and opposition to Mao from within the Party, such as Peng's protest against the Great Leap Forward were also significant. For comparison and contrast candidates may comment on, for example, differing or similar sources of opposition, how serious they were, or the methods used by the state to combat opposition. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

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

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

21. "The mobilization of human and economic resources had the greatest impact on the outcome of wars." Discuss with reference to **two** 20<sup>th</sup> century wars, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the statement that the mobilization of human and economic resources had the greatest impact on the outcome of two 20<sup>th</sup>-century wars. The two wars **must** be from different regions. Candidates may offer equal coverage of both wars, or they may prioritize their discussion of one of them. However, both aspects will be a feature of the response. For World War One, candidates may discuss the impact on outcomes of recruitment policies and conscription. With reference to the outcome of the Chinese civil war, candidates may discuss the mobilisation of the population in support of the PLA or the impact for example, of GMD economic policies. Candidates may also discuss the impact on outcomes of mass production of war materiel, and unbalanced access to industrial centres, for instance, during the Russian Civil War. Additionally, candidates may discuss financial resources, and may refer to the impact on outcomes of higher tax rates, bonds and international loans. Other relevant factors may be addressed, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. "The political impact of war was limited." Discuss with reference to **two** 20<sup>th</sup> century wars, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the statement that the political impact of two 20<sup>th</sup>-century wars was limited. The two wars **must** be from different regions. 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 political changes during or after a conflict, and may compare them to pre-existing conditions, or discuss their endurance over time. For instance, candidates may discuss the political impact of the First Chinese Civil War and may consider its political impact limited, given GMD's continuity in power. Similarly, candidates may discuss seemingly limited immediate effects, whilst noting the long-term impact of, for example, the Russo-Japanese War; or may discuss the more immediate significance for leaders, as seen in the Falkland/Malvinas War. Candidates may also refer to border changes and discuss the associated political impact. They may discuss successor states, such as Czechoslovakia; or the division of states, such as Germany and Korea following the Second World War. 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. To what extent did ideology lead to the breakdown of the Grand Alliance in the period 1943–1949?

The question requires that candidates consider the merits or otherwise of the suggestion that ideology led to the breakdown of the Grand Alliance in the period 1943–1949. Candidates may consider the peace-making process during WW2 and the conferences where, despite ideological differences, remnants of the Alliance were still present. It may be argued that after 1945 ideological differences came to the fore as Truman resisted the perceived expansion of Communist ideology both in Europe and Asia. Candidates may consider that ideology may have led to Stalin's concerns about security and Truman's concerns about access to markets and trade leading to worsening relations over the Marshall Plan. In Asia, although ideology did not prevent agreement over the partition of Korea, the failure to hold elections in 1948 increased tension by 1949. Similarly, the US was open to the division of China between the CPC and the GMD in 1945 but the USSR and the US took opposing stances in the Chinese civil war. Other relevant factors may be addressed, for example the escalation of fear in the atomic era or, indeed, Great Power rivalry that underpinned the breakdown. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

The question requires that candidates consider the interrelationship between the Cold War and society and culture in two countries that **must** be from different regions. Candidates may offer equal coverage of the impact the Cold War upon both society and culture or they may prioritize their examination of one over the other. However, both aspects will be a feature of the response. In the US, candidates may examine McCarthyism and the impact of the House Un-American Activities Committee. An examination may be made of CIA funding for "Encounter" magazine as well as the promotion of modern art to demonstrate freedom of expression. In the USSR, the increased production of consumer goods under Khrushchev to improve living standards may be examined as well as the illicit circulation of *samizdat* copies of books and articles. In South Africa, promoting anti-communism ensured support from Western powers, prolonging apartheid and strict government control over education and the media. In China, during the Cultural Revolution, the condemnation of the USSR as well as the West, led to a ban on music, art and literature that did not promote Maoist values. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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