Markscheme

November 2024

History

Higher level and standard level

Paper 2

Markbands for paper 2

Marks	Level descriptor
13–15	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.
	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.
	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).
	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.
10–12	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.
	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.
	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).
	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.
7–9	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.
	Knowledge of the world history topic is mostly accurate and relevant. Events are generally placed in their historical context.
	The examples that the candidate chooses to discuss are appropriate and relevant. The response makes links and/or comparisons (as appropriate to the question).
	The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
4–6	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.
	Knowledge of the world history topic is demonstrated, but lacks accuracy and relevance. There is a superficial understanding of historical context.
	The candidate identifies specific examples to discuss, but these examples are vague or lack relevance.
	There is some limited analysis, but the response is primarily narrative/descriptive in nature rather than analytical.
1–3	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.
	Little knowledge of the world history topic is present.
	The candidate identifies examples to discuss, but these examples are factually incorrect, irrelevant or vague.
	The response contains little or no critical analysis. The response may consist mostly of generalizations and poorly substantiated assertions.
0	Answers do not reach a standard described by the descriptors below.

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

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

Topic 1: Society and economy (750–1400)

1.	To what extent did social change have an impact on the role and status of women in **two** medieval societies in the period 750–1400, each chosen from a different region?

	The question requires that students consider the merits or otherwise of the suggestion that social change had an impact on the role and status of women in two medieval societies in the period 750-1400. The two societies must be from different regions. The social changes referred to may predate the timeframe and their impact may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of both the role and the status of women or may prioritize their assessment of one. However, both aspects will be a feature of the response. Students may consider the extent of changes in the status of women when Genghis Khan codified laws relating to marriage and divorce as well as punishments for rape and adultery. The departure of knights to fight in the Crusades impacted the role and the status of wives who took over the running of estates and wives of foot-soldiers left to run farms and businesses, although there was a reversion to traditional roles when the Crusades ended. The social impact of the Black Death gave greater importance to women whose labour was valued given the decline in population and this may be considered to have been more long-lasting with the end of feudalism being significant. Other relevant factors may include the subservient role of women ascribed by some religions or ideologies that continued despite social change. In Song China for example, the widespread influence of Confucianism underpinned a patriarchal society.

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

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

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

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

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

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

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

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

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

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

Topic 3: Dynasties and rulers (750–1500)

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

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

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

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

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

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

Topic 4: Societies in transition (1400–1700)

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

The question requires that students offer a considered and balanced review of the impact on two societies of the treatment of minorities and/or indigenous peoples in the period 1400-1700. The two societies may or may not be from the same region. Impact may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Students may offer equal coverage of two societies, or they may prioritize their discussion of one of them. However, both aspects will be a feature of the response. Students may discuss the impact of warfare, disease and enslavement on the indigenous peoples of South America. There may be discussion of the treatment of Jews who prospered in finance and commerce in western Europe, but who were denied social respectability further east. Dutch settlement in the Cape Colony disrupted the Khoena's nomadic lifestyle; they nevertheless benefitted from inclusion in Dutch-speaking schools. The treatment of the Huguenots in France may be discussed, from the Edicts of Nantes to Fontainebleau, or of the Moriscos, who were expelled from 17th-century Spain.

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

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

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

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

Topic 5: Early Modern states (1450–1789)

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

The question requires that students consider the merits or otherwise of the statement that economic factors were the most important motivation for the expansion of colonial empires in the period 1450-1789, referring to two states throughout. The two states may or may not be from the same region. Factors may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of both states, or they may prioritize their assessment of one of them. However, both states will be a feature of the response. Students may consider the Spanish and Portuguese quest for precious metals and other natural resources in South America, or the development of colonies which were linked with the spice trade, notably the Dutch in the East Indies. Commercial rivalry with the French and the Dutch was a spur to British expansion in India, while the French and British participated in the slave trade in Africa and grew sugar plantations in the Caribbean. Other relevant factors may be considered, for example escaping religious persecution, or strategic factors such as the protection of existing settlements, but with a focus on the issue in the question.

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

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

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

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

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

11. To what extent was religion the most important cause of **two** Early Modern wars, each chosen from a different region, in the period 1500–1750?

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

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

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

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

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

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

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

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

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

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

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

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

Topic 8: Independence movements (1800–2000)

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

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

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

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

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

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

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

17. Evaluate the impact of domestic crises on the development of **two** democratic states in the period 1848–2000, each chosen from a different region.

The question requires that students make an appraisal of the impact of domestic crises on the development of two democratic states in the period 1848-2000, weighing up its significance or otherwise. The two states must be from different regions. Impact may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Students may offer equal coverage of the two states, or they may prioritize their evaluation of one of them. However, both states will be a feature of the response. Students may evaluate the impact of hyperinflation in 1920s Germany, which necessitated the use of emergency powers and resulted in over-dependence on American loans. Operation Blue Star in Amritsar led to the assassination of Indira Gandhi and tension in the Punjab, although democracy survived. There may be evaluation of the crises in the US in 1968, which led to the resignation of Johnson, the election of Nixon and a stalling of the civil rights movement. The Australian crisis of 1975, while leading to the lengthy premiership of Fraser, led to minimal constitutional change. Similarly, the Japanese economic crisis of 1991, while leading to stagnation, did not see a weakening of democracy. Other factors, such as the formulation of constitutions and the development of political parties may be evaluated but with a focus on the issue in the question.

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

18. "Social policies rarely achieved significant change." With reference to **two** democratic states in the period 1848–2000, to what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that social policies rarely achieved significant change in two democratic states in the period 1848-2000. 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. Students 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. Students may consider desegregation in the US, which improved education for black people but not their economic prospects. India saw improvement in tertiary education and female involvement in social and economic life, although the caste system and misogyny persisted. Policies in Spain may be evaluated; women benefitted from changes in family law, increased opportunities in employment and education, and the availability of contraception. Despite the elimination of apartheid laws, social progress for the black population in South Africa has been slow, especially in education; violence against women persisted. The Weimar democracy promoted a short-lived reaction against traditional values: women were emancipated politically and economically, and sexual mores were loosened.

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

Topic 10: Authoritarian states (20th century)

19. Compare and contrast the conditions in which **two** 20th-century authoritarian states emerged, each chosen from a different region.

The question requires that students give an account of the similarities and differences between the conditions in which two 20th-century authoritarian states emerged, referring to both throughout. There does not need to be an equal number of each. The two states **must** be from different regions. Students may identify factors which were present in one state but not the other, or may weigh the importance of different factors. They may compare economic factors such as poverty brought about by the Great Depression in the case of Nazi Germany, and by hyperinflation in post-war China. The role of wars may be compared, such as World War One in weakening Russian tsardom, thus paving the way for the Communist Revolution, and in inspiring nationalism which helped to fuel the emergence of Italian fascism. The weakness of political systems, such as deep divisions in 1930s Spain and the instability in Egypt caused by British actions and conflict between the military and the king, may be compared. Students may argue that the withdrawal of colonial powers was crucial to the establishment of authoritarian rule in Kenya and Tanzania.

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

20. "Authoritarian control was complete." With reference to **two** 20th-century states, to what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that authoritarian control was complete in two 20th-century states. The two states may or may not be from the same region. Students 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. Students may consider Nazi control of the Reichstag, the legal and penal system and social and cultural life, while pockets of resistance in the military persisted. There may be consideration of Mao's control over the People's Congresses, and the promotion of uniformity through mass mobilisations, while noting that the Cultural Revolution got out of hand. In Tanzania, labour unions and the military were coordinated, arrest without trial was introduced, and a single party state established; however, there were free elections involving students approved by the ruling party. In Peron's Argentina authoritarianism was even more moderate, and the lack of challenge owed more to divisions among opponents than legal curbs; opposition resurfaced and overthrew the regime. Stalin, through the ruthless exercise of power by the NKVD and the legal system, enjoyed almost complete control.

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

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

21. "The mobilization of human and economic resources was the most important factor determining the outcome of wars." Discuss with reference to **two** 20th-century wars.

The question requires that students offer a considered and balanced review of the view that mobilisation of human and economic resources was the most important factor determining the outcome of two 20th-century wars. The two wars may or may not be from the same region. Students may offer equal coverage of both wars or prioritize their discussion of one. However, both aspects will be a feature of the response. Students may discuss WWI which, in Britain, saw the mobilisation of workers, conscription of soldiers and rationing of resources, as arguably the most important factor contributing to Allied victory. The importance of US involvement as well as the financial and military support of Britain's colonies and dominions may also be discussed as well as factors such as the weakness of Germany's allies. For the outcome of WWII, Germany's failure to mobilise women until 1943 may be discussed. Other important factors that influenced the outcome may include the weakness of Italy and Japan's lack of essential resources. For the Vietnam War, the importance of nationalism or communism as a motivating ideology was of greater importance, and that the reluctance of the US to mobilise its vast wealth and resources to fight an endless war meant it could not win. In the same way, guerrilla campaigns in Central and Latin America had limited resources but even US involvement could not prevent the overthrow of governments in Cuba and Nicaragua, for example. Other relevant factors may be discussed such as military leadership, strategy or access to technology but with a focus on the issue in the question.

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

22. Evaluate the short-term political impact of **two** 20th-century wars, each chosen from a different region.

The question requires that students offer an appraisal of the significance of the short-term political impact of two 20th-century wars, each chosen from a different region. The impact may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Students may offer equal coverage of both wars or prioritize their discussion of one. However, both aspects will be a feature of the response. Students may evaluate the short-term political impact of civil wars in Spain and China as both led to immediate regime change and the removal of all political opposition. For WWI, the political upheaval in Europe may be discussed, with the end of dynastic rule in Germany and Austria-Hungary, as well as the introduction of universal suffrage. In Russia, the removal of the Tsar and the establishment of the Provisional Government may be evaluated although this was soon overthrown by the Bolshevik Revolution. In Britain, the impact of the expansion of the suffrage for women, and for men in Italy, may be evaluated. For WWII, the US occupation of Japan led to female suffrage and an end to the deification of the emperor. The impact of WWII on Indian independence may be evaluated. The impact of the Brazzaville Conference on French colonies in Africa may also be evaluated. An evaluation of the impact of the Indochinese War on Laos, Cambodia and Vietnam would also be relevant as well as that of the Arab-Israeli conflicts on Israel and on the Arab states.

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

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

23. "The US policy of containment up to 1962 had limited success." Discuss with reference to events in **two** regions.

The question requires that students offer a considered and balanced review of the statement that the US policy of containment up to 1962, had limited success. There needs to be discussion of events in two different regions. Students may link the policy of containment to the Truman Doctrine in 1947, with discussion of the Greek civil war and US support for Turkey. The Marshall Plan, as the economic arm of containment, may be judged to have been successful in stemming the tide of communism Europe. The US response to the invasion of South Korea may be seen as the expansion of containment to the Far East, as was US economic support for France in the Indo-Chinese War that may also be seen as "containment" although, it may be argued that this was not immediately successful. The Suez Crisis, despite US criticism of Britain and France, led to the Eisenhower Doctrine intended to limit the growth of Soviet influence in the Middle East, and the US troops being sent to Lebanon in 1958 may also be seen as containment in action in the Middle East. The 1953 coup in Iran was a success for the USA (CIA) that prevented the application of policies that did not further US interests. The establishment of the OAS may also be seen as the successful application of containment to Latin America, as was the Guatemalan coup in 1954. The attempts to "contain" the Cuban Revolution and the subsequent Missile Crisis may be discussed as both a failure, in that Castro remained in office, and a success, in that Soviet missiles were removed.

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

24. "Ideological challenges and dissent were the most significant reasons for the end of the Cold War." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the suggestion that ideological challenges and dissent were the most significant reasons for the end of the Cold War. It may be considered that under the rule of Brezhnev, Andropov and Chernenko, the USSR did not waver ideologically in its commitment to Communism and its suppression of dissent, but that under Gorbachev, *glasnost* undermined government control of both ideology and dissent and democratisation gave voice to critics of Communism, unleashing a resurgence of nationalism. These challenges may be considered crucial to the collapse of the USSR and the end of the Cold War. Other reasons that may be considered either more or less significant include the poor economic state of the USSR and the Eastern Bloc during the 1980s as this contributed to strikes and protests that undermined Communist rule. The cost of the Soviet-Afghan War, as well as the failure to keep up with arms technology, may also be considered as significant to the eventual collapse of the one-party state. By 1988, changes to the constitution gave a voice to dissent, and the relaxation of censorship led to criticism of the USSR. Another reason that may be considered more or less significant would be the policies of President Reagan, who significantly increased US spending on arms knowing the USSR could not keep up. With the timeframe going up to1991, students would be expected to consider the collapse of the USSR in December 1991 as the end of the Cold War.

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