

# Markscheme

November 2017

History

Higher level and standard level

Paper 2

15 pages

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## Markbands for paper 2

Marks	Level descriptor
13–15	<p>Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured and effectively organized.</p> <p>Knowledge of the world history topic is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts.</p> <p>The examples that the candidate chooses to discuss are appropriate and relevant, and are used effectively to support the analysis/evaluation. The response makes effective links and/or comparisons (as appropriate to the question).</p> <p>The response contains clear and coherent critical analysis. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. All, or nearly all, of the main points are substantiated, and the response argues to a consistent conclusion.</p>
10–12	<p>The demands of the question are understood and addressed. Answers are generally well structured and organized, although there is some repetition or lack of clarity in places.</p> <p>Knowledge of the world history topic is mostly accurate and relevant. Events are placed in their historical context, and there is some understanding of historical concepts.</p> <p>The examples that the candidate chooses to discuss are appropriate and relevant, and are used to support the analysis/evaluation. The response makes effective links and/or comparisons (as appropriate to the question).</p> <p>The response contains critical analysis, which is mainly clear and coherent. There is some awareness and evaluation of different perspectives. Most of the main points are substantiated and the response argues to a consistent conclusion.</p>
7–9	<p>The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach.</p> <p>Knowledge of the world history topic is mostly accurate and relevant. Events are generally placed in their historical context.</p> <p>The examples that the candidate chooses to discuss are appropriate and relevant. The response makes links and/or comparisons (as appropriate to the question).</p> <p>The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</p>
4–6	<p>The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence.</p> <p>Knowledge of the world history topic is demonstrated, but lacks accuracy and relevance. There is a superficial understanding of historical context.</p> <p>The candidate identifies specific examples to discuss, but these examples are vague or lack relevance.</p> <p>There is some limited analysis, but the response is primarily narrative/descriptive in nature rather than analytical.</p>
1–3	<p>There is little understanding of the demands of the question. The answer is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task.</p> <p>Little knowledge of the world history topic is present.</p> <p>The candidate identifies examples to discuss, but these examples are factually incorrect, irrelevant or vague.</p> <p>The response contains little or no critical analysis. The response may consist mostly of generalizations and poorly substantiated assertions.</p>
0	Answers do not reach a standard described by the descriptors below.

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

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

**Topic 1 Society and economy (750–1400)**

1. With reference to **two** societies, evaluate the factors that were most effective in the transmission of ideas and cultures.

Candidates will make an appraisal of a range of factors in terms of their effectiveness in transmitting ideas and cultures in or between two societies. In their responses, candidates will refer to specific factors, which may include force, trade, transportation, exploration and/or the spread of religious beliefs. While the focus of the response must be within the timeframe of this topic, the two societies do not need to be contemporaneous with each other. Further, those two societies may or may not be drawn from separate regions. Candidates may elect to deal with the question thematically, for example identifying specific factors and comparing how they affected the chosen societies. They may also attempt to rank the factors, outlining why some were more significant than others. Alternatively, candidates may choose to address the two societies separately and evaluate the factors that were specific to each.

2. With reference to **two** societies, compare and contrast the treatment of religious minorities.

Candidates will give an account of the similarities and differences in the way that two societies treated religious minorities, referring to both societies throughout the response. Candidates may focus on a range of religious minority groups, a group specific to each of the chosen societies or even one religious minority that was common to both societies. While the focus of the response must be within the timeframe of this topic, the two societies do not need to be contemporaneous with each other. Further, those two societies may or may not be drawn from separate regions. Treatment of minorities may be positive, negative or a combination of both positive and negative features.

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

3. With reference to **two** wars, to what extent do you agree that competition for resources was the main factor contributing to the outbreak of conflict?

Candidates will consider the merits or otherwise of the argument that competition for resources was the main factor that contributed to the outbreak of two wars. While the focus of the response must be within the timeframe of this topic, the two wars need not have occurred at the same time and, if one or both of the wars take place at the beginning of the period, then some material immediately prior to 750 is permissible. The two wars may or may not be chosen from different regions. Candidates must address the competition for resources, which may include fertile land, water, labour and/or mineral wealth, and consider the relative importance of this as a main factor. Candidates will also consider other factors that may or may not have been of greater or lesser importance. Each war may be considered separately or a thematic approach may be used where candidates wish to compare the relative importance of relevant factors for each war chosen.

4. “Taxation was the most effective means of raising an army.” Discuss with reference to **two** wars, each from a different region.

With reference to two wars, candidates will offer a considered and balanced review of the hypothesis that taxation was the most effective means of raising an army. While the focus of the response must be within the timeframe of this topic, the two wars need not have occurred at the same time. However, each of the examples chosen must be from a different region. Factors other than taxation, such as religious belief, tributary obligations, the promise of wealth from divided spoils, and/or the threat of punishment may be discussed to support arguments that may or may not agree with the hypothesis. Each war may be considered separately or a thematic approach may be used if candidates wish to compare the relative importance of relevant factors for each war.

**Topic 3 Dynasties and rulers (750–1500)**

5. To what extent were **two** rulers successful in achieving their aims?

Candidates will consider the extent to which two rulers succeeded in achieving their aims. While the focus of the response must be within the timeframe of this topic, the two rulers need not be contemporaries and may or may not be chosen from different regions. In each case, candidates must clearly state the aims of each chosen ruler and these may be assessed in relation to factors such as domestic policies, foreign policies and/or dynastic ambitions. The achievement, or not, of the aims outlined may provide a basis to determine how far the rulers were successful. Each ruler may be considered separately or a thematic approach may be used if candidates wish to compare the aims and success of each ruler.

6. “Governing institutions relied more on religious law than on secular law.” Discuss with reference to **two** dynastic states.

Candidates will offer a considered and balanced review of the hypothesis with reference made to two dynastic states. While the focus of the response must be within the timeframe of this topic, the two dynastic states need not be contemporaneous with each other and may or may not be chosen from different regions. Candidates must identify the governing institutions and discuss the relationship between these and the relevant legal systems to determine how far they were reliant either on religious or secular law. Candidates may determine the primacy of secular or religious law, suggest that both were of equal importance or that the boundaries between these legal systems were fluid and not always easy to distinguish. Each dynastic state may be considered separately or a thematic approach may be used if candidates chose to address the reliance of both states on one type of legal system before moving onto the next.

**Topic 4 Societies in Transition (1400–1700)**

7. Evaluate the significance of **two** intellectual/scientific figures.

Candidates will appraise the significance of two intellectual or scientific figures from the period indicated by the timeframe of this topic. One or both of the individuals chosen may have been influential in art, philosophy, literature and/or other intellectual endeavours. Alternatively, they may have risen to prominence due to their contributions to science. The two figures need not be contemporaries and they may or may not be chosen from the same state or region. Candidates may explain the significance of the figures by indicating the impact they had during their lifetime. However, it may be that the examples chosen gained greater prominence in later periods. Knowledge will be used to address their significance and for this to go beyond a description of their work. Each figure may be considered separately or a thematic approach may be adopted if candidates choose to compare the degree of significance.

8. Evaluate the methods used to achieve religious expansion and conversion in **two** societies.

Candidates will appraise the methods used in two societies to spread religion and to acquire converts. While the focus of the response must be within the timeframe of this topic, the two societies chosen need not be contemporaneous with each other and they may or may not be chosen from the same region. The effectiveness of the methods used for expansion and conversion, including their strengths and limitations, will be appraised. Such appraisal may include an assessment of the effectiveness of the methods, the impact of their cost—either financial or in regards to human resources—and/or the impact on the converted population. Each society may be considered separately or a thematic approach may be used if the candidates choose to compare the methods used.

**Topic 5 Early Modern states (1450–1789)**

9. Compare and contrast the methods of government in **two** established states.

Candidates will give an account of the similarities and differences in the methods of government in two states, focusing on both states throughout the response. While the focus of the response must be within the timeframe of this topic, the two states chosen need not be contemporaneous with each other and they may or may not be chosen from the same region. Methods to be considered may include, the use of religious law, common law, a tributary system, a bureaucratic system of regional representatives of the state or rule by a military elite. These may have been effective or ineffective or a combination of both.

10. “The political organization of colonial states was mainly influenced by the relationship between the state and religion.” Discuss with reference to **two** states.

Candidates will offer a considered and balanced review of the hypothesis that the political organization of colonial states was influenced mainly by the relationship between the state and religion—be that a local religion, one introduced by the metropole or a range of religions present in the chosen states. “Colonial states” refers to those states that were ruled by representatives of the metropole and while the focus of the response must be within the timeframe of this topic, the two states chosen need not be contemporaneous with each other and they may or may not be chosen from the same region. Similarly, the religion(s) of the chosen colonial states may be the same or different. Each colonial state may be considered separately or a thematic approach may be used if the candidates choose to compare the ways in which the relationship was similar or different.



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

11. Evaluate the importance of leadership in determining the outcome of **two** Early Modern wars.

Candidates will make an appraisal of the role of leadership as it influenced the outcome of two Early Modern wars. While the focus of the response must be within the timeframe of this topic, the two wars chosen need not have occurred at the same time and they may or may not be chosen from the same region. One or more leaders may be chosen for each war, if applicable. Alternatively, where the same leader(s) fought in two wars, the impact of their leadership on the outcome of each war, may be evaluated. Candidates may compare such factors as personal attributes/skills, military planning, the use of technology or they may collectively weigh the importance of other factors such as terrain or natural conditions that affected the outcome of war. Each war may be considered separately or a thematic approach adopted to weigh the strengths and limitations of leadership in relation to each relevant factor.

12. Evaluate the social **and** religious impact of **one** Early Modern war.

Candidates will make an appraisal of the social as well as the religious impact of one war taken from the period. Depending on the links made, it may also be permissible for the impact of the war to extend beyond the timeframe. Candidates may interpret “impact” as referring to events that occurred as the war was being fought as well as when the war itself was over but its repercussions were being felt. Examples chosen may allow for an evaluation of possible ways in which the war had an impact and these may include the institutionalization of religion, the replacement of one form of worship by another, social upheaval and/or the spread of disease by marauding armies. Arguments will consider the changes brought about by war and consider the strength and limitations of the factors indicated.

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

- 13.** To what extent did industrialization in **two** countries rely upon developments in transportation?

Candidates will consider the merits of the concept that industrialization relied upon developments in transportation. While the focus of the response must be within the timeframe of this topic, the periods under discussion need not be contemporaneous with each other and the two countries chosen may or may not be from the same region. Candidates may offer an analysis of the overall importance of transportation in relation to the pace of industrialization and weigh it against other factors. The chosen countries may be addressed separately or a thematic approach may be adopted to consider the merits, or otherwise, of the concept. Factors that may be considered could range from the construction of roads, railways and canals to facilitate the transportation of raw materials and finished products as well as the distribution of goods by air or by sea. Alternatively, other factors such as the supply of labour, availability of resources and technological developments, may be considered of greater or lesser importance.

- 14.** Discuss the impact of urbanization on **two** industrialized states.

Candidates will offer a considered and balanced review of how urbanization affected two industrialized states. While the focus of the response must be within the timeframe of this topic, the two states chosen need not be contemporaneous with each other and they may or may not be chosen from the same region. The period of urbanization to be discussed may vary in length according to the examples chosen as it may have been achieved relatively quickly or taken place over an extended period of time. Factors to be considered may include the growth of local and national government, in order to address a range of needs, including better sanitation and housing (to prevent the spread of epidemics), the provision of transportation links between cities, the need to find ways to address congestion and pollution and how to finance such projects. Candidates may also discuss the impact of urbanization on the growth of democracy and the spread of political ideologies, along with the breakdown of traditionally deferential societies. Each industrialized state may be considered separately or a thematic approach adopted to compare the impact on each state.

**Topic 8 Independence movements (1800–2000)**

15. To what extent did external factors rather than internal factors contribute to the growth of **two** independence movements?

Candidates will consider the merits or otherwise of the concept that external rather than internal factors contributed to the growth of two independence movements and, depending on the examples chosen, may argue that either one was more influential. While the focus of the response must be within the timeframe of this topic, the two movements chosen need not have occurred at the same time and they may or may not be chosen from the same region. Responses will be confined to the period of the growth of the independence movements and references to the period after the achievement of independence are unlikely to be relevant. Explicit links will be provided, indicating how the factors identified affected the growth of the independence movements. Each independence movement may be considered separately or a thematic approach adopted to compare the impact of internal and external factors that may have affected each movement.

16. “Strong leadership was essential to the success of independence movements.” Discuss with reference to **two** independence movements, each from a different region.

Candidates will offer a considered and balanced review of the validity of the hypothesis that strong leadership was essential to the success of two independence movements. While the focus of the response must be within the timeframe of this topic, the two independence movements chosen need not have occurred at the same time. However, they must be chosen from different regions. Strong leadership may be defined by the candidates as comprising one or more individuals. There must be a discussion of the role of leadership in the independence movement, although candidates may argue that it was or was not essential to success. Additionally, other factors that may be identified, such as economic and social conditions, the growth of nationalism and/or political movements, should be linked to the success of the movements. Each independence movement may be considered separately or a thematic approach adopted to compare the importance of strong leadership and how it affected each movement.

**Topic 9 Evolution and development of democratic states (1848–2000)**

17. Evaluate the impact of domestic crises on the development of **two** democratic states.

Candidates will make an appraisal of the impact of domestic crises on the development of two democratic states. While the focus of the response must be within the timeframe of this topic, the two democratic states chosen need not be contemporaneous with each other and they may or may not be chosen from the same region. Candidates may choose to discuss the development of a democratic state (including, where relevant, its evolution) throughout the timeframe or to focus on a series of domestic crises that occurred within a narrower timespan. Candidates may address “development” in a variety of different ways by, for example, focusing on political, economic or social development. There must be clear links between the crises chosen and their impact on the development of the state. Each democratic state may be considered separately or a thematic approach adopted to compare the impact of similar or different domestic crises on the development of each state.

18. “The maintenance of democracy was dependent on freedom of expression in the arts and media.” Discuss with reference to **two** democratic states, each from a different region.

Candidates will offer a considered and balanced review of the hypothesis that the maintenance of democracy was dependent upon the freedom of expression in the arts and the media. While the focus of the response must be within the timeframe of this topic, the two democratic states chosen need not be contemporaneous with each other. However, they must be chosen from different regions. Arguments may be made in favour of and/or against the statement. While the focus must be on the dependency of democracy on freedom in the arts/media, some candidates may argue that the two were interdependent. Others may argue that democracy was more dependent on other factors such as an independent judicial system, access to education or fair distribution of economic wealth. Each democratic state may be considered separately or a thematic approach adopted to compare the relative dependence on the freedom of the arts and media.

## Topic 10 Authoritarian states (20th century)

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

Candidates must consider the merits or otherwise of the concept that economic factors contributed to the emergence of authoritarian states. While the focus of the response must be within the timeframe of this topic, the two authoritarian states chosen need not be contemporaneous with each other. However, they must be chosen from different regions. Although candidates must discuss the extent to which economic factors contributed to the emergence of the chosen states, it is probable that there will also be reference to the emergence of the relevant authoritarian leaders. However, focus will be maintained on the emergence of the authoritarian state and how this was achieved. Each authoritarian state may be considered separately or a thematic approach adopted to compare the relative contribution of economic and other factors, such as ideology, for example, on their emergence.

20. “The maintenance of power was dependent on the successful control of opposition.” Discuss with reference to **two** authoritarian leaders.

Candidates must offer a considered and balanced review of the hypothesis that the maintenance of power by authoritarian leaders was dependent on the successful control of opposition. Two authoritarian leaders must be chosen and while the focus of the response must be within the timeframe of this topic, the two leaders need not be contemporaries nor must they be chosen from different regions. Candidates may agree with the statement or they may argue that the authoritarian leaders were able to maintain their power because of success in other areas, for example the provision of employment, an appeal to nationalism and/or a popular foreign policy. Responses must focus on the period that the chosen leaders were in power. Each authoritarian leader may be considered separately or a thematic approach adopted to compare the control of opposition, its relative success and its impact upon the maintenance of power.

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

21. Evaluate the impact of the mobilization of human **and** economic resources on the outcome of **one** 20th-century war.

Candidates will appraise the impact of human and economic resources upon the outcome of one war chosen from the timeframe of the topic. Depending on the war chosen, candidates' analyses of the outcome may extend into the early years of the 21st century. In this way, events that occurred outside of the topic timeframe may be considered relevant. In their evaluation, some candidates may note the mobilization of armies and/or the procurement of arms. Both of these are appropriate examples of how human and economic resources were mobilized. To contextualize the impact of the named resources, candidates may choose to consider the impact of other factors, such as the involvement of foreign powers or the use of advanced technology.

22. Evaluate the impact of **two** 20th-century wars on the role and status of women.

Candidates will appraise the impact on the role and status of women of two wars chosen from the timeframe of the topic. Depending on the wars chosen, candidates' analyses of the impact on the role and status of women may extend into the early years of the 21st century. The wars chosen may or may not have occurred at the same time, but they must come from different regions. Both the role and the status of women need to be evaluated and reference may be made to the period of the duration of the war or to its aftermath, as long as there are clear links to the wars chosen. The impact of each war may be considered separately, or a thematic approach adopted comparing the various ways in which each war had an impact on women.

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

23. “Confrontation rather than reconciliation ended the Cold War.” Discuss with reference to the period from 1980 to 1991.

Candidates must offer a considered and balanced review of the hypothesis that it was confrontation rather than reconciliation that brought about the end of the Cold War. The timeframe is explicitly stated within the question and the response will cover events up to but not beyond 1991, which is when the Soviet Union collapsed. The relative importance of both confrontation and reconciliation must be considered as factors that ended the Cold War. For confrontation, reference may be made to the tension that dominated superpower relations prior to 1985 as well as the impact of the Soviet–Afghan War on superpower relations. Additionally, candidates may choose to consider the confrontation between Gorbachev and anti-reformists within the Soviet Union. For reconciliation, the relative harmony that characterized the Reagan–Gorbachev summits as well as the support for economic reforms that came from the populations and some leaders of the Eastern Bloc may be discussed.

24. Evaluate the impact of **two** leaders, each from a different region, on the course of the Cold War.

Candidates need to make an appraisal of the impact of two leaders upon the course of the Cold War. The term “leaders” applies to political leaders who led their respective states within the period of the Cold War and while the focus of the response must be within the timeframe of this topic, the two leaders need not be contemporaries. They must, however, be chosen from different regions. The response must refer specifically to the way in which the chosen leaders affected the course of the Cold War and this could be addressed by explaining how their policies may have improved or worsened superpower relations. Alternatively, leaders of smaller states may also be chosen as examples if they had considerable impact on the course of the Cold War by commencing actions that led to wars or crises.

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