

**History**  
**Higher level and standard level**  
**Paper 2**

Friday 9 November 2018 (afternoon)

1 hour 30 minutes

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**Instructions to candidates**

- Do not open this examination paper until instructed to do so.
- Answer two questions, each chosen from a different topic.
- Each question is worth **[15 marks]**.
- The maximum mark for this examination paper is **[30 marks]**.
- Where the word “region” is used, it refers to the following four regions: Africa and the Middle East, the Americas, Asia and Oceania, and Europe.

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

1. Discuss the significance to intellectual development of **two** key individuals, each from a different region.
2. Evaluate the role of religious leaders in the government and administration of **two** states.

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

3. Discuss the role of territorial disputes in causing **two** medieval wars.
4. “Women made an important contribution to medieval wars.” Discuss with reference to **two** wars.

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

5. Discuss the reasons why **two** rulers, each from a different region, expanded their power.
6. Evaluate the importance of developments in the administration and interpretation of law in **two** dynasties/kingdoms.

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

7. Compare and contrast the treatment of minorities in **two** societies.
8. “Religion was a support rather than a challenge to state authority.” Discuss with reference to **two** states.

**Topic 5: Early modern states (1450–1789)**

9. “Their successes outweighed their failures.” With reference to **two** rulers, each from a different region, to what extent do you agree with this statement?
10. Compare and contrast the treatment of opposition by **two** rulers, each from a different region.

**Topic 6: Causes and effects of early modern wars (1500–1750)**

11. Evaluate the strategies that determined the outcome of **two** early modern wars.
12. “Peacemaking had limited success in the early modern period.” With reference to **two** examples, to what extent do you agree with this statement?

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

13. Evaluate how important human **and** natural resources were to the industrialization of **one** country.
14. Examine the impact of industrialization on political representation in **two** countries.

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

15. “Religion was an important factor in the development of independence movements.” With reference to **two** independence movements, each from a different region, to what extent do you agree with this statement?
16. Evaluate how effectively **two** states responded to the challenges they faced in the first 10 years of independence.

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

17. Evaluate the importance of leaders in the emergence of **two** democratic states.
18. Examine the impact made by democracy on the arts and media in **two** states, each from a different region.

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

19. Examine the impact of the foreign policy of **two** authoritarian states on the maintenance of power in those states.
20. “Social **and** economic policies in authoritarian states did not always achieve their aims.” Discuss with reference to **one** authoritarian state.

**Turn over**

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

21. Discuss the importance of technological developments to the outcome of **two** 20th-century wars, each from a different region.
22. “Territorial changes were the most significant consequence of war.” Discuss with reference to **two** wars.

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

23. “Superpower rivalry in Europe **and** Asia between 1943 and 1949 led to the breakdown of the grand alliance.” To what extent do you agree with this statement?
  24. Discuss the impact of **two** Cold War crises, each from a different region, on the development of superpower tensions.
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