

Markscheme

May 2019

History

Higher level and standard level

Paper 2

15 pages

No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without written permission from the IB.

Additionally, the license tied with this product prohibits commercial use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, is not permitted and is subject to the IB's prior written consent via a license. More information on how to request a license can be obtained from <http://www.ibo.org/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite de l'IB.

De plus, la licence associée à ce produit interdit toute utilisation commerciale de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, n'est pas autorisée et est soumise au consentement écrit préalable de l'IB par l'intermédiaire d'une licence. Pour plus d'informations sur la procédure à suivre pour demander une licence, rendez-vous à l'adresse <http://www.ibo.org/fr/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin que medie la autorización escrita del IB.

Además, la licencia vinculada a este producto prohíbe el uso con fines comerciales de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales— no está permitido y estará sujeto al otorgamiento previo de una licencia escrita por parte del IB. En este enlace encontrará más información sobre cómo solicitar una licencia: <http://www.ibo.org/es/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

Markbands for paper 2

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

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

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

Topic 1: Society and economy (750–1400)

1. Evaluate the role of women in **two** societies, each from a different region.

The question requires that candidates make an appraisal of the role of women in two societies. The two societies must be from different regions but they may or may not have been contemporaneous with each other. Candidates may offer equal coverage of the two societies, or they may emphasize their discussion of one of them; however, both societies will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to the economic role of women, for example their role as craftspeople or traders. Women in leadership roles may be discussed, for example Eleanor of Aquitaine or the Regent Dowager Liu Zhangxian in their respective regions. Alternatively, candidates may discuss women's occupational roles or their role in intellectual and/or religious life. Both strengths and limitations must be clearly indicated but there does not need to be an equal focus on each.

2. With reference to **two** societies, each from a different region, to what extent were developments in architecture the most significant cultural and intellectual development?

The question requires that candidates consider the merits or otherwise of the suggestion that developments in architecture were the most significant cultural and intellectual development in two societies. The two societies must be from different regions but they may or may not have been contemporaneous with each other. Candidates may refer to developments in military, religious or civic architecture, the use of new materials, the influence of expanding cultures such as Islam, or the impact of changes in wealth and status. While other relevant factors, for example, developments in music, science, and art, may be referred to, the bulk of the response will remain on architecture. Candidates may agree, partly agree or disagree with the suggestion, but their conclusions will be presented clearly and supported by appropriate evidence and sound argument.

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

3. With reference to **two** medieval wars, each from a different region, discuss the view that long-term causes were more important to the outbreak of war than short-term causes.

The question requires that candidates offer a considered and balanced review of the suggestion that long-term causes were more important than short-term causes to the outbreak of two medieval wars. The two medieval wars chosen must be from different regions but they may or may not have been contemporaneous with each other. Causes may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of long-term and short-term causes, or they may emphasize their discussion of one of them; however, both aspects will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to longstanding tension, for example over control of trade routes prior to the Hundred Years' War, or over religious differences as in the case of the Crusades. While other relevant short-term factors, for example succession issues, resentment over policies, or personal flaws as in the case of Henry VI during the War of the Roses, may be referred to, the bulk of the response will remain on the issue raised in the question.

4. "Religious change was the most significant effect of war." Discuss with reference to **two** medieval wars.

The question requires that candidates offer a considered and balanced review of religious change as an effect of two wars. The two wars may or may not be from the same region and they may or may not have been contemporaneous with each other. The changes discussed may extend beyond the timeframe, but they must be clearly linked to the issues raised in the question. A comparative approach may or may not be used. Candidates may refer to the impact of the Crusades on Europe and the Middle and Near East, or the Spanish conquests in the Americas. While other relevant factors, for example cultural, economic or political change, may be deemed more significant, the bulk of the response will remain on the issue raised in the question.

Topic 3 Dynasties and rulers (750–1500)

5. Evaluate the model **and** methods of government and administration used by **one** ruler.

The question requires that candidates make an appraisal of the model and methods of government and administration used by one ruler, weighing up their strengths and limitations or otherwise. Candidates may offer equal coverage of the models and methods used, or they may emphasize their evaluation of one; however, both aspects will be a feature of the response. Candidates may refer to the model of government and the extent of the centralization of power, such as the Ming Dynasty in China, or otherwise, as in the case of the feudal system in Europe, or the Shogunate in Japan. When discussing methods of administration, candidates may refer to the establishment of an efficient structure, such as that of the Mongols; with the creation of a loyal army, for example, that of the 'Abbasids; with the implementation of a common religion, or the introduction of a primary language of administration, for the example, by the Incas. Both strengths and limitations must be clearly indicated but there does not need to be an equal focus on each.

6. With reference to **two** examples, to what extent did dynasties and/or rulers overcome the challenges they faced?

The question requires that candidates offer a balanced review of the extent to which challenges were overcome. The two rulers may or may not be from the same region and they may or may not have been contemporaneous with each other. Candidates may offer equal coverage of examples of challenges that were overcome and those that were not, or they may emphasize their discussion of one of them; however, both aspects will be a feature of the response. A comparative approach may or may not be used. Candidates may discuss successes and failures in war, the extent to which internal challenges were overcome, or the impact of economic policies. They may discuss the patronage of education and culture, religious policy, or administrative reforms. Candidates' conclusions will be presented clearly and supported by appropriate evidence.

Topic 4 Societies in transition (1400–1700)

7. Evaluate the role of women in **two** societies, each from a different region.

The question requires that candidates make an appraisal of the role of women in two societies, referring to both societies throughout. The two societies must be from different regions but they may or may not have been contemporaneous with each other. Candidates may refer to the roles of female leaders such as Isabella of Castile or Elizabeth I of England, or women such as Chinese empresses Ma and Xiaozhuang, who supported their husbands. There may be reference to women's position in the European workforce, especially in domestic service, or their legal status in patriarchal societies, such as China. Candidates may refer to the role of women in the slave system in the Americas, their role as farmers and traders in Africa, or the wide variety of roles, sometimes of high status, of women in Arab society. Both strengths and limitations must be clearly indicated but there does not need to be an equal focus on each.

8. With reference to **two** societies, each from a different region, evaluate the impact of cross-cultural exchange.

The question requires that candidates make an appraisal of the impact of cross-cultural exchange, which may be positive or negative. The two societies must be from different regions but they may or may not have been contemporaneous with each other. Impact may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of the two societies, or they may emphasize their evaluation of one of them; however, both societies will be a feature of the response. A comparative approach may or may not be used. Candidates may refer, for example, to the social and cultural impact of the Spanish conquests in the Americas, the impact of Chinese pre-eminence in world trade at the beginning of the period or the burgeoning West African slave trade. Candidates may evaluate the impact of the spread of Islam in Africa, or of European settlement in North America. Both positive and negative effects must be clearly indicated but there does not need to be an equal focus on each.

Topic 5 Early modern states (1450–1789)

9. Compare and contrast the political organization of **two** established states.

The question requires that candidates give an account of the similarities and differences between the political structures of two established states, referring to both throughout. The two states need not be from different regions but they may or may not have been contemporaneous with each other. Candidates may refer to the level of centralization of governance, bureaucratic hierarchies and their privileges, for example in the Russian Empire or the Ming administration. They may also compare and contrast the limits of power and the role of counsellors and regents, for example the relationship between Louis XIII and Richelieu in France or Sri Sudachan in the Ayutthaya Kingdom. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each.

10. With reference to **two** colonial empires, evaluate the role of competition and conflict during the colonial race.

The question requires that candidates make an appraisal of the role of competition and conflict during the colonial race. The two colonial empires may or may not be from the same region and they may or may not have been contemporaneous. Candidates may offer equal coverage of the two colonial empires, or they may emphasize their discussion of one of them; however, both aspects will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to the competition over areas to be conquered and the conflicts over the delineation of the territories, for example the conflicts between Spain and Portugal in South America. They may refer to conflicts, for example the Chinese response after the Portuguese conquest of Malacca, or to wars, for example the Anglo–Spanish War or the Burmese–Siamese War. Both importance and limitations must be clearly indicated but there does not need to be an equal focus on each.

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

11. “Economic factors were the most important cause of war.” With reference to **two** early modern wars, each 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 most important cause of early modern wars was economic factors. The two wars must be from different regions and they may or may not have been contemporaneous. 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 emphasize their assessment of one of them. A comparative approach may or may not be used. Candidates may refer to disputes over colonies, competition for resources or access to labour, as economic factors, for example the Ethiopian–Adal War or the Spanish Conquest of the Aztec and Incan empires. While other relevant factors, for example political and religious aspects, may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement.

12. To what extent did mercenaries have an impact on the outcome of **two** wars?

The question requires that candidates make a balanced review of the role of mercenaries in the outcome of two wars, weighing up their importance or otherwise. The two wars may or may not be from the same region and they may or may not have been contemporaneous with each other. Candidates may review the impact of mercenaries in the Dutch War of Independence, and Gustav II Adolf’s largely mercenary army in the Thirty Years’ War. They may also review the role of Portuguese mercenaries in the Burmese–Siamese War (1547–1549) and Ethiopian–Adal War (1529–1543). It would be valid to comment on wars where mercenaries played little part, such as the Japanese invasion of Korea (1592–1598). While other relevant factors that affected the outcome of wars may be referred to, such as tactics, logistics or numerical superiority, the bulk of the response will remain on the issue raised in the question.

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

- 13.** Discuss the view that the production of iron and steel was the most important factor in the industrialization of **two** countries.

The question requires that candidates offer a considered and balanced review of the role of the production of iron and steel in the industrialization of two countries. The two countries may or may not be from the same region and their processes of industrialization may or may not have been contemporaneous with each other. Candidates may offer equal coverage of the importance of iron and steel, or they may emphasize their evaluation of one; however, both aspects will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to how improvements in iron production allowed countries, such as the United Kingdom, to make better use of their resources and satisfy their own market. Developments in iron and steel also led to mass production, and the development of railway systems and steamships. While other relevant factors, for example transportation, power, mass production or communication, may be referred to, the bulk of the response will remain on the issue raised in the question.

- 14.** “The most significant effect of the growth of cities and factories was social change.” Discuss with reference to **two** countries, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the social impact of the growth of cities and factories in two countries. The two countries must be from different regions. The growth of cities and factories may or may not have occurred at the same time. Candidates may offer equal coverage of the two countries, or they may emphasize their discussion of one of them; however, both countries will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to the impact of cities and factories on family life, on public health, and on rural society (as resources may have been diverted to cities, and rural depopulation may have occurred). The growth of factories may have affected the nature and quality of housing, and the relationship between employer and employee. There may also be discussion of transport issues, such as congestion, and the development of suburbs.

Topic 8 Independence movements (1800–2000)

15. “External factors had the most significant impact on the growth of independence movements.” Discuss with reference to **two** independence movements.

The question requires that candidates offer a considered and balanced review of the role of external factors in fostering the growth of two independence movements. The two independence movements may or may not be drawn from the same region and they may or may not have been contemporaneous. Candidates may offer equal coverage of the two independence movements, or they may emphasize their discussion of one of them; however, both movements will be a feature of the response. A comparative approach may or may not be used. External factors may include the role of foreign ideologies or foreign intervention, for example the role of the US in Cuba's independence, or the influence of Communism in Vietnamese independence. While other relevant factors, for example internal factors such as leadership, ideology, social, political and economic problems may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement.

16. “Political problems were **not** a significant challenge to new states in the first 10 years of independence.” With reference to **two** new states, to what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that political problems were not a significant challenge to new states in the first ten years of independence. The two states may or may not be drawn from the same region and they may or may not have been contemporaneous with each other. Candidates may offer equal coverage of the two states or they may emphasize their discussion of one of them; however, both states will be a feature of the response. A comparative approach may or may not be used. There may be discussion of the extent to which political stability was established after independence, and the ability of pre-independence movements to provide effective government once in power. The challenge of establishing new political structures may be considered. Candidates may agree, partly agree or disagree with the statement.

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

17. Compare and contrast the conditions that encouraged the demand for democratic reform in **two** states.

The question requires that candidates give an account of the similarities and differences between the conditions that encouraged the demand for democratic reform in two states. The two states may or may not be drawn from the same region and they may or may not have been contemporaneous with each other. The conditions may predate the timeframe of the world history topic, but they must be clearly linked to the demand for reform. Candidates may refer to the role of the aftermath of war, as in the case of Japan after the Second World War, or political upheaval, as in the case of democratic states that emerged after the demise of communism. Some democracies emerged as their colonizers withdrew, for example, states in Africa and South America. Candidates may refer to the need to represent the emergent social classes in, for example, Western Europe. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each.

18. “The development of democracy led to significant social reform.” Discuss with reference to **two** democratic states.

The question requires that candidates offer a considered and balanced review of the statement that democracy led to significant social reform in two states. The two states may be drawn from the same region and they may or may not have been contemporaneous with each other. Candidates may offer equal coverage of the two states or they may emphasize their discussion of one of them; however, both states will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to the role played by democratic development in educational reform, discussing for example how far education was extended across all racial groups in post-apartheid South Africa, or reforms of health services such as the National Health Service in the United Kingdom (where universal free healthcare was established), or Medicare in the US (a much more limited reform). There may be discussion of the extent of provision of welfare to the unemployed or the sick. Candidates may agree, partly agree or disagree with the statement.

Topic 10 Authoritarian states (20th century)

19. “The use of force was the most important method used to maintain power in authoritarian states.” Discuss with reference to **two** authoritarian states.

The question requires that candidates offer a considered and balanced review of the statement. The two authoritarian states may or may not be drawn from the same region and they may or may not have been contemporaneous with each other. A comparative approach may or may not be used. Candidates may offer equal coverage of the two authoritarian states or they may emphasize their discussion of one of them; however, both authoritarian states will be a feature of the response. Candidates may refer to campaigns against political enemies and the use of torture, executions, prison and censorship, for example Mao and the Cultural Revolution, or Stalin and the Purges. They may also refer to the role of paramilitary forces or special police, for example Hitler and the *Sturmabteilung* (the SA) and the Gestapo. While other relevant factors, for example propaganda, economic and social policies, or charismatic leadership, may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement.

20. Compare and contrast the impact of the policies of **two** authoritarian states on women.

The question requires that candidates give an account of the similarities and differences between the impact of policies on women in two authoritarian states. The two states may or may not be from different regions and they may or may not have been contemporaneous with each other. The impact may extend briefly beyond the timeframe of the world history topic but it must be clearly linked to the issue raised in the question. Candidates may refer to, for example, Castro’s educational policies and provision of childcare, Mao’s marriage law, Hitler’s policies towards female employment, or Peron’s reforms of maternity rights. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each.

Topic 11 Causes and effects of 20th-century wars

21. “Foreign powers did **not** determine the outcome of civil wars.” Discuss with reference to **two** civil wars, each from a different region.

The question requires that candidates offer a considered and balanced review of the view that foreign powers did not determine the outcome of civil wars. The two civil wars must be drawn from different regions but they may or may not have been contemporaneous with each other. Candidates may offer equal coverage of the two civil wars or they may emphasize their discussion of one of them; however, both wars will be a feature of the response. A comparative approach may or may not be used. Candidates may discuss, for example, the roles of Germany and Italy in the Spanish Civil War, or the roles of the US and the USSR in the Chinese Civil War. While other relevant factors, for example tactics and leadership, may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates’ conclusions will be presented clearly and supported by appropriate evidence.

22. Examine the effects of the peacemaking processes that followed **two** 20th-century wars.

The question requires that candidates consider the effects of the peacemaking processes that followed two 20th-century wars. The two wars may or may not be drawn from the same region and they may or may not have been contemporaneous with each other. The consequences of the peacemaking process may extend beyond the timeframe of the world history topic but they must be clearly linked to the named peacemaking processes. A comparative approach may or may not be used. Candidates may refer to treaties that put an end to hostilities and actively pursued future peace, such as the Treaty of San Francisco (1951). Conversely, candidates may consider settlements that were later revised, such as the Treaty of Sèvres (1919), which was replaced by the Treaty of Lausanne (1923), or treaties that contributed to post-war instability such as the effect of the Treaty of Versailles on Weimar Germany. The effects of peacemaking may be political, territorial, economic, social, or a combination.

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

23. To what extent did the policy of peaceful co-existence improve superpower relations up to and including 1964?

The question requires that candidates consider the merits or otherwise of the suggestion that the policy of peaceful co-existence improved superpower relations to 1964. Consequences on superpower relations may extend beyond the timeframe of the world history topic but they must be clearly linked to the issue of peaceful co-existence. Candidates may offer equal coverage of improvements and deterioration in superpower relations, or they may emphasize their assessment of one of them; however, both aspects will be a feature of the response. Candidates may refer to Khrushchev's reference to peaceful co-existence in 1956. Conversely, candidates may refer to Cold War crises during this period, such as Poland and Hungary (1956) or the U2 crisis in 1960 and the war in Congo (1961), and so argue that superpower relations deteriorated. The Cuban Missile Crisis (1962) may be discussed as both a crisis and a relaxation of tension. Do expect candidates to go up to 1964 and the forced retirement of Khrushchev. While other relevant factors, for example the roles of Eisenhower and Kennedy, may be referred to, the bulk of the response will remain on the issue raised in the question.

24. "The impact of Cold War tensions was mainly economic." Discuss with reference to **two** countries (excluding the USSR and the US).

The question requires that candidates offer a considered and balanced review of the statement. The two countries chosen (and these must exclude the USSR and the US) may or may not be drawn from the same region and the periods discussed may or may not have been contemporaneous with each other. Candidates may offer equal coverage of the impact of Cold War tensions on both countries or they may emphasize their discussion of one of them; however, both countries will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to the economic impact of the participation in or exclusion from aid programmes, for example the Marshall Plan, or the impact on commerce of trade links/limitation with rival countries. Candidates may also refer to internal conflicts lengthened by superpower involvement, such as the Vietnam War, and the associated war costs. While other relevant factors, for example social, political or cultural effects, may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement.
