

# Markscheme

November 2019

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	<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 impact of changes in travel and transportation on the economies of **two** societies, each from a different region.

Candidates will make an appraisal of the impact of changes in travel and transportation on the economies of two societies, weighing up the importance or otherwise of these changes. The two societies must be from different regions, but they may or may not have been contemporaneous with each other. The impacts may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of changes in travel and transportation, or they may prioritize their evaluation of one of these two factors. However, both aspects will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to changes in technological developments and cartography, the development of road networks, changes to major trade and travel routes and/or developments in horse transport. Both positive and negative impacts may be evaluated.

2. Discuss the effectiveness of methods used to spread religion in **two** societies, each from a different region.

The question requires that candidates offer a considered and balanced review of the methods used to spread religion in two societies. The two societies must be from different regions, but they may or may not have been contemporaneous with each other. A comparative approach may or may not be used. Candidates may refer to the spread of religion due to trade, military conquest, migration and emigration, the role of missionaries and religious campaigns. Candidates will consider how effective these methods were and are likely to consider both their success and failure in order to respond fully to the question.

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

3. “Dynastic disputes were the main cause of medieval wars.” Discuss with reference to **two** wars, each from a different region.

The question requires that candidates offer a considered and balanced review of the view that dynastic disputes were the main cause of medieval wars. The two wars must be from different regions, but they may or may not have been contemporaneous with each other. Causes may predate the timeframe of the topic, but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of the causes of each war or they may prioritize their discussion of one over the other. A comparative approach may or may not be used. Candidates may refer to causes other than dynastic disputes, for example territorial disputes, the expansion or containment of religion, competition over economic resources, but the bulk of the response will remain on the issue raised in the question.

4. Evaluate the role of leaders in determining the outcome of **two** wars.

The question requires that candidates make an appraisal of the outcome of two wars, weighing up the strengths/importance and limitations or otherwise of the role of leaders. 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 offer equal coverage of the two wars, or they may prioritize one over the other. A comparative approach may or may not be used. Both the strengths and limitations of leadership must be clearly indicated but there does not need to be an equal number of each. While other relevant factors, for example, the use of technology, human and economic resources, military skill, may be referred to, the bulk of the response will remain on the issue raised in the question.

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

5. Compare and contrast the administration of law in **two** dynastic states.

The question requires that candidates give an account of the similarities and differences between the administration of law in two dynastic states, referring to both throughout. The two states may or may not be from the same region and they may or may not have been contemporaneous with each other. Candidates may refer to the methods by which laws were enforced, reviewed and reformed; the structure, organization and functionality of law courts; tensions between civil and common law; the role of religious authorities in legal administration; the centralization or decentralization of legal systems; the role of trial by combat or battle. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each.

6. Evaluate the success with which **two** rulers, each from a different region, overcame challenges to their power.

The question requires that candidates make an appraisal of the success of two rulers in overcoming challenges to their power, weighing up the strengths and limitations of the rulers' responses to these challenges. The two rulers must be from different regions, but they may or may not have been contemporaries. A comparative approach may or may not be used. Candidates may refer to rulers' responses to military challenges, challenges to political supremacy (including conflict with religious authorities), challenges posed by individual rivals for power, challenges relating to marriage, death and succession, challenges to the territorial integrity of the rulers' land, or economic challenges. Both strengths and limitations must be clearly indicated, but there does not need to be an equal focus on each.

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

7. Evaluate the impact of social **and** economic change on the role of women in **one** country or state.

The question requires that candidates make an appraisal of the impact of social and economic change on the role of women in one country or state. The social and economic changes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to the strengths and/or the weaknesses of both social and economic change in relation to the role of women. Both strengths/importance and limitations must be clearly indicated but there does not need to be an equal number of or focus on each. While other relevant factors, for example, the impact of religion on gender roles, legal restrictions on the rights of women, the absence of men in time of war, may be referred to, the bulk of the response will remain on the factors raised in the question.

8. Compare and contrast the discrimination and persecution of religious groups in **two** states.

The question requires that candidates give an account of the similarities and differences between the discrimination and persecution of religious groups in two states, referring to both throughout. The two religious groups may or may not be from the same region and they may or may not have been contemporaneous with each other. The practices discussed may predate or extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may compare and contrast issues such as the imprisonment or execution of apostates; the execution of heretics or members of banned sects; the banishment of groups belonging to minority religions; the application of additional taxation; employment restrictions or the imposition of a defined living space upon different religions groups. Both similarities and differences in the discrimination and persecution of religious groups must be clearly indicated but there does not need to be an equal number of each.

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

9. Discuss the nature of rule in **one** state in ascendancy **and one** state in decline.

The question requires that candidates offer a considered and balanced review of the nature of rule in one state in ascendancy and one state in decline. The two states may or may not be 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 refer to the administration and interpretation of laws; the methods of governance including how political, social and economic policies were determined; the nature and effectiveness of leadership and whether the state was an oligarchy, theocracy or monarchy. Factors such as the role of the military, both army and navy, and the expansion or contraction of imperial possessions may also be of relevance.

10. Evaluate the effectiveness of methods used to deal with opposition in **two** states, each from a different region.

Candidates will appraise the effectiveness of the treatment of opposition in two states. The two states must be from different regions, but they may or may not have been contemporaneous with each other. A comparative approach may or may not be used. Candidates may refer to the treatment of different opposition groups, for example political versus religious opposition, to evaluate the effectiveness of methods used to deal with opposition. These methods may include legal restrictions; the use of force and/or physical punishments; incarceration; expulsion from the state; economic restrictions. Candidates may also refer to conciliatory methods such as the granting of territorial claims; concessions for increased political influence; the recognition of different religions within a state; economic concessions. Candidates will consider how effective these methods were and are likely to consider both their success and failure in order to respond fully to the question.



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

11. Evaluate the significance of technological developments to the outcome of **two** Early Modern wars.

The question requires that candidates make an appraisal of the significance of technological developments to the outcome of two Early Modern 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 developments discussed may predate or extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of the outcome of both wars, or they may prioritize their evaluation of one. A comparative approach may or may not be used. Both strengths/importance and limitations must be clearly indicated but there does not need to be an equal number of each. While other relevant factors such as leadership, terrain or economic factors, may be referred to, the bulk of the response will remain on the issue raised in the question.

12. Evaluate the political **and** economic effects of **one** Early Modern war.

The question requires that candidates make an appraisal of one Early Modern war, weighing up the strengths and limitations of its political and economic effects. The effects may extend beyond the timeframe, but they must be clearly linked to the issues raised in the question. Candidates may offer equal coverage of political and economic effects, or they may prioritize their evaluation of one over the other. However, both political and economic effects will be a feature of the response. While other relevant factors, for example, social, religious, demographic or territorial effects may be referred to, the bulk of the response will remain on the factors raised in the question. Examples of political effects may include the overthrow of a ruling dynasty and its replacement with another; the adoption of a new religion; the introduction of a new legal system. Economic effects may include indebtedness because of the cost of the war; food shortages; disruption of trade as well as access to new territory and resources for the victors.

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

- 13.** “The most significant development of industrialization was improved communications.” Discuss with reference to **two** countries.

The question requires that candidates offer a considered and balanced review of the statement that the most significant development of industrialization was improved communications. The two countries may or may not be from the same region and they may or may not have been contemporaneous with each other. Consequences of the improvements in communications may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. A comparative approach may or may not be used. Candidates may refer to specific technological improvements; developments in print or digital media; changes in transportation that facilitated increased communication, for example the role of railways. While other significant developments of industrialization such as energy, power, infrastructure and mass production, may be referred to, the bulk of the response will remain on the issue raised in the question.

- 14.** Discuss the impact of industrialization on the standards of living in **two** countries.

The question requires that candidates offer a considered and balanced review of the impact of industrialization on the standards of living in two countries. The two countries may or may not be from the same region and they may or may not have been contemporaneous with each other. The impacts discussed may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. A comparative approach may or may not be used. Candidates may refer to availability and quality of housing; population density leading to overcrowding; greater income equality or disparity; increased access to consumer goods; the quality of food available; impact upon health. Access to medical care; education and schooling may also be of relevance.

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

15. Examine the importance of nationalism in the rise of **two** independence movements, each from a different region.

The question requires that candidates consider the interrelationship between the importance of nationalism and independence movements. The two movements must be from different regions, but they may or may not have been contemporaneous with each other. The emergence of the movements may predate or extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of each independence movement, or they may prioritize their examination of one over the other. A comparative approach may or may not be used. While other relevant interrelationships, for example the importance of leadership, the experience of war or the nature of colonial rule, may be considered, the bulk of the response will remain on the issue raised in the question.

16. Discuss the importance of leadership in the success of **two** independence movements, each from a different region.

The question requires that candidates offer a considered and balanced review of the reasons why the role of leadership was important for the success of two independence movements. The two movements must be from different regions, but they may or may not have been contemporaneous with each other. The role of the leaders may predate or extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of both movements, or they may prioritize their discussion of one over the other. A comparative approach may or may not be used. While other relevant factors, for example the withdrawal of colonial rule; changes in public perception of imperialism; economic factors; the impact of war, may be referred to, the bulk of the response will remain on the issue raised in the question.

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

17. Evaluate the importance of social **and** economic factors in the emergence of **one** democratic state.

The question requires that candidates make an appraisal of the social and economic factors in the emergence of one democratic state, weighing up the importance or otherwise of these two factors. The influence of the two factors may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of social and economic factors, or they may prioritize their evaluation of one of the two. However, both aspects will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to social factors such as population growth, influence of religious institutions, the role of education. Candidates may refer to economic factors such as the influence of industrialization, improvements in transportation and communication, economic growth or crises. Both importance and limitations must be clearly indicated but there does not need to be an equal focus on each.

18. Evaluate the effectiveness of the responses to domestic crises in **two** democratic states.

The question requires that candidates make an appraisal of the responses of two democratic states to domestic crises, be that one or more per state, weighing up the strengths and limitations of those responses. The two states may or may not be from the same region and they may or may not have been contemporaneous with each other. The states' responses may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates do not have to offer equal coverage of the two states, but they must address both in their evaluation. A comparative approach may or may not be used. Candidates may refer to political, social or economic crises. Examples of these may include an attempted takeover of the state, the outbreak of contagious disease, severe weather conditions such as widespread drought, famine, hyperinflation, unexpectedly large movements of population into or out of the state. Both strengths and limitations of the states' responses must be clearly indicated but there does not need to be an equal number of each.

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

- 19.** Compare and contrast the importance of the use of force on the emergence of **two** authoritarian states, each from a different region.

Candidates will give an account of the similarities and differences between the use of force on the emergence of two authoritarian states referring to both throughout. The two states must be from different regions, but they may or may not have been contemporaneous with each other. Examples of the use of force may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to force used against opposing parties or rivals for power; the use of force against citizens to ensure compliance; the forced removal of dissidents. While other relevant factors, such as the promise of political reform, solutions to economic problems, improved economic conditions, appeals to nationalism, may be referred to, the bulk of the response will remain on the issue raised in the question.

- 20.** Evaluate the impact of domestic economic policies on the maintenance of power in **two** authoritarian states, each from a different region.

The question requires that candidates make an appraisal of the impact of domestic economic policies on the maintenance of power in two authoritarian states, weighing up the strengths and limitations of the policies. The two states must be from different regions, but they may or may not have been contemporaneous with each other. The impact of domestic economic policies may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. A comparative approach may or may not be used. Candidates may discuss specific domestic economic policies such as industrialization, preparation for war, employment policies, agricultural developments, economic policies linked to ideology. Both strengths and limitations 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. Discuss the impact of guerrilla warfare on the outcome of **two** 20th century wars.

The question requires that candidates offer a considered and balanced review of the impact of guerrilla warfare on the outcome of two 20th century 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 use of guerrilla warfare may predate the time frame, but it must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of guerrilla warfare in both wars, or they may prioritize their discussion of one war over the other. A comparative approach may or may not be used. While other relevant factors, for example, technology, the application of human or economic resources, external involvement, may be referred to, the bulk of the response will remain on the issue raised in the question.

22. “Territorial changes were the most significant challenge to successful peacemaking.” Discuss with reference to the effects of **two** 20th century wars.

The question requires that candidates offer a considered and balanced review of the statement that territorial changes were the most significant challenge to peacemaking. 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 effects of the wars may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of both wars, or they may prioritize their discussion of one over the other. A comparative approach may or may not be used. While other relevant factors, for example, political change, economic factors, population displacement may be referred to, the bulk of the response will remain on the issue raised in the question.

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

- 23.** Evaluate the impact of detente upon US–USSR relations up to the end of 1979.

The question requires that candidates make an appraisal of the impact of detente upon US–USSR relations up to the end of 1979. The events discussed may predate or extend beyond the timeframe stated, but they must be clearly linked to the issue raised in the question. A comparative approach that would focus upon areas where the impact was of a greater or lesser extent, may or may not be used. Candidates may refer to events such as the arms race, rivalry over influence in newly independent countries, agreements over trade and over security. Both strengths and limitations must be clearly indicated but there does not need to be an equal number of each.

- 24.** “Ideology was the most important cause of Cold War crises.” Discuss with reference to **two** Cold War crises, each from a different region.

The question requires that candidates offer a considered and balanced review of the statement that ideology was the most important cause of Cold War crises. The two crises 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 both crises, or they may prioritize their discussion of one over the other. A comparative approach may or may not be used. While other relevant factors, for example economic rivalry, the arms race, fears of expansionism, the actions of client states, may be referred to, the bulk of the response will remain on the issue raised in the question.

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