

Markscheme

November 2021

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 partly 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 different types of taxation on **two** societies.

The question requires that candidates make an appraisal of the impact of different types of taxation upon two societies that may or may not be from the same region. Candidates may refer to examples such as the imposition of the “geld tax” in Norman England that, along with the taxes levied in accordance with land holdings recorded in the Domesday Book, had a significant impact upon society. There may be an evaluation of the impact of numerous forms of taxation imposed during the period of the Yuan dynasty in China, or the impact of taxes upon non-Muslim populations within the ‘Abbasid Empire. In addressing the question, candidates may evaluate the risk of rebellion where taxes were onerous; the use of income derived from taxes to maintain social hierarchies; advantages accruing to ruling dynasties if taxation were used to advance social and economic change. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. Examine the economic impact of religious persecution on **two** societies.

The question requires that candidates consider the interrelationship between religious persecution and the economies of two societies that may or may not be chosen from the same region. Candidates may examine the impact upon the economy of the persecution of non-Muslims in the empire of Tamerlane (Timur) in Central Asia. Among societies in Europe, the persecution of Jews during the Crusades may be examined as this contributed to migration resulting in the loss of wealth and skills as well as having an impact upon trade. Similarly, the large-scale religious sacrifice of enemy captives during the religious wars between the Toltecs and the followers of Quetzalcoatl may be viewed as economically damaging. Candidates may also examine the negative impact of religious persecution upon economic growth. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

3. Discuss the importance of religion in causing the outbreak of **two** wars, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the importance of religion in causing the outbreak of two wars in the period. The two wars must be from different regions. The causes discussed may predate the timeframe, but they must be clearly linked to the importance of religion in causing the outbreak of wars between 750–1500. Candidates may discuss the attempts to forcibly impose religion on others or attempts at conversion as a cause of war. They may discuss the importance of religion in driving the conquest of distant territories and religious conflict during expansion and conquest, for example in the Crusades. Candidates may also discuss religious conflicts or tensions emerging from neighbouring regions/states, for example in reference to the origins of the Byzantine–Seljuq Wars (1048–1308). Efforts to defend religious practices and beliefs may also be discussed as a cause of war, for example the resistance to the Crusades under the leadership of Nur al-Din. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. “Boundary changes were the most significant effect of wars in the period 750–1500.” Discuss with reference to **two** wars.

The question requires that candidates offer a considered and balanced review of the statement that boundary changes were the most significant effect of wars in the period 750–1500. The two wars may or may not be from the same region. Depending on the perspective taken, candidates may discuss the conquest of territory and subsequent border changes resulting in enlarged states or the loss of territory and the subsequent impact of this, for example following the Norman Campaigns, the Hundred Years War or the Mongol Invasions. Candidates may discuss the economic gain (including access to resources or key strategic trading locations) which came from victory and the conquest of new territories. Other relevant factors may be discussed, for example wars which resulted in a change to the line of succession or ruling party or civil wars which did not result in significant boundary change. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 3: Dynasties and rulers (750–1500)

5. Examine the importance of invasion and settlement for the expansion of **two** dynasties/kingdoms.

The question requires that candidates consider the interrelationship between invasion and settlement and the expansion of two dynasties/kingdoms, which may or may not be chosen from different regions. Candidates may examine the expansion of territory controlled by the Vikings, who raided and subsequently settled areas of Britain, France and Greenland. Reference may also be made to the establishment of trading centres along the Volga with the focus less on settlement than economic gain. The expansion of Berber dynasties along the northern coast of Africa and that of the 'Abbasids into Spain may be examined. Other examples such as the expansion of the Mongol Empire under Genghis Khan, when invasion did not necessarily lead to settlement by these nomadic tribes, may be examined. Candidates' opinions conclusions will be presented clearly and supported by appropriate evidence.

6. Compare and contrast the methods used by **two** rulers to deal with challenges to their reign, each chosen from a different region.

The question requires that candidates give an account of the similarities and differences between the methods used by two rulers to deal with challenges to their reign, referring to both throughout. There does not need to be an equal number of each. The two rulers chosen must be from different regions. Rivalry between the Lancastrian and Yorkist dynasties in England, for example, led to the Wars of the Roses and this may be contrasted with the Ottoman Empire where the challenges to dynastic succession were usually met by the timely assassination of possible rivals. When challenged by enemy invasion, Emperor Gaozong of the Southern Song dynasty resorted to appeasement through ceding territory. Similarly, Moctezuma II offered gifts and hospitality to the Spanish *conquistadores* although this proved ineffective. A comparison or contrast may be made with Mansa Musa, the ruler of Mali who, arguably, successfully anticipated any challenges by displays of his immense wealth.

Topic 4: Societies in transition (1400–1700)

7. “Population expansion was a significant cause of social and economic change.” With reference to **two** societies, to what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that population expansion was a significant cause of social and economic change. The two societies chosen may or may not be from the same region. Candidates may offer equal coverage of social and economic change, or they may prioritize their discussion of one of these. However, both aspects will be a feature of the response. Social changes may include rising tensions resulting from population expansion, including pressures on housing, food or land. Candidates may refer to economic benefits, including increased economic development, growth in trade, opportunities for increased tax revenue or economic problems, including lack of access to resources or increased competition for employment. Candidates may also refer to relevant domestic or international population movements. The population growth in England throughout the 16th century and the subsequent problems arising from and impacting immigration to the colonies is a viable example; as is the significant population growth experienced during the Ming dynasty, which resulted in internal migration and heavily impacted agriculture. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. Evaluate the impact of religious expansion and conversion on **two** societies in transition.

The question requires that candidates make an appraisal of the impact of religious expansion and conversion on two societies in transition. Candidates may evaluate the impact of forced conversion on societies, for example the treatment of indigenous peoples in the Americas or the enforcement of religion during the Spanish Inquisition. Candidates may evaluate the impact of religious expansion and conversion on art, culture and science within their chosen societies; or the role of religious expansion and conversion in sparking conflict. The Reformation and Catholic Reformation (Counter-Reformation) and the subsequent impacts throughout society, including immigration to the New World, will likely be popular examples. Similarly, the expansion of Islam into West Africa during this period, specifically as evidenced by the decision of Musa I to make Islam the state religion of Mali, offers another example. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 5: Early Modern states (1450–1789)

9. Compare and contrast the treatment of subjects in **two** Early Modern states.

The question requires that candidates give an account of the similarities and differences in the treatment of subjects in two Early Modern states that may or may not be chosen from the same region, referring to both throughout. There does not need to be an equal number of each. Candidates may refer to states within Europe where serfdom was practiced to reward nobles and to organize peasant communities. This may be compared and/or contrasted with similar practices employed by the Tokugawa shogunate in Japan to reward samurai and organize peasant populations. Candidates may also draw upon comparisons and contrasts to be made with the *encomienda* system in the Americas, used to organize subject populations. The contrasting treatment of Muslim and of Christian populations in different states within the Ottoman Empire may also be considered. With reference to the treatment of subjects, candidates may choose to compare and contrast issues such as taxation; legal rights and judicial systems; responses to different religious beliefs.

10. “The race to establish colonial rule was driven mostly by economic competition.” Discuss with reference to **two** colonial states.

The question requires that candidates offer a considered and balanced review of the statement that the race to establish colonial rule was driven mostly by economic competition. The two states may or may not be chosen from the same region. Candidates may support the statement by discussing the competition between the Spanish and Portuguese empires in the Americas and Africa, which was motivated mainly by economic gain. However, the statement may also be challenged by emphasizing the importance of proselytization. Candidates may challenge the statement by referring to competition between the British and French colonies in North America as being motivated not only by economic gain but also by Great Power rivalry and the acquisition of territory. Reference may be made to Portuguese, French and British rivalry over trade in India as a precursor to colonial rule. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

11. “The main cause of Early Modern wars was the competition for resources.” Discuss with reference to **two** wars.

The question requires that candidates offer a considered and balanced review of the statement that the main cause of Early Modern wars was the competition for resources. Candidates may discuss competition for resources in reference to land for agricultural purposes or in reference to trade, trade routes, ports, key trading cities. The Moroccan invasion of the Songhai Empire, the Beaver Wars and the Portuguese–Mamluk Naval War are all viable examples of such conflicts. Candidates may also discuss competition in relation to natural or human resources. The European conquest of the New World may be discussed and provides numerous examples of conflicts driven by competition for natural, human and land resources. Similarly, the conflicts resulting from Ottoman expansion under the reign of Selim I and Suleiman may be popular examples. Other relevant factors may be addressed, for example, candidates may discuss the importance of ideological, political, religious or territorial causes of Early Modern wars. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. “Leaders were the most significant factor in determining the outcome of Early Modern 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 statement that leaders were the most significant factor in determining the outcome of Early Modern wars. The two wars must be from different regions. Candidates may discuss leadership as being key in terms of military organization and/or strategy or the role of political leadership in determining the outcome of wars. Suleiman may be discussed as a leader whose state experienced significant military success under his rule. Candidates may discuss the role of leaders in impacting morale and inspiring troops, for example the role of Popé in the Pueblo Revolt. Responses may also consider the failures of leaders or examples of poor leadership as playing a key role in the outcome of Early Modern wars. Other relevant factors may be addressed, for example technology and troops, both in reference to quality and/or quantity, geographic factors, including terrain and weather, or supply issues. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

13. Discuss the importance of developments in energy and power for industrialization in **two** countries, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the importance of developments in energy and power for industrialization in two countries, from different regions. Candidates may discuss technological innovations that resulted in increased energy/power production, for example: the combustion engine; steam power/the steam engine; gas lighting; generation of electricity; nuclear power. Candidates may discuss developments related to accessing natural energy sources, for example the expansion of coal mining during Britain's industrial revolution, the expansion of the oil industry in the 19th century in the United States or the development and regulation of the oil industry in Brazil in the 20th century. Developments in efforts to harness natural resources, including water, wind and solar power, are relevant, for example John Smeaton's work on windmills in the 18th century. Candidates may discuss the role of key individuals in developments related to energy and power, for example Thomas Newcomen and James Watt. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. "Changes to leisure were the most significant social impact of industrialization." With reference to **two** countries, to what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that changes to leisure were the most significant social impact of industrialization. Candidates may discuss the significance of developments in transportation, such as railway lines created expressly for tourism. Candidates may discuss the significance of resorts catering to the industrial working class and the impact of industrialization on tourism as evidenced by the founding of Thomas Cook & Son in 1872. Other changes in leisure that may be linked to industrialization include themes in literature, theatrical entertainment and the widespread popularity of sports that led to the formation of the Football Association in 1863. In Japan, the influence of Western customs and fashions on leisure during industrialization also provides a wide range of examples. Candidates may also make connections between the regulation of working hours and the subsequent impact on leisure time, such as the 1871 Bank Holiday Act in the UK. Other relevant factors may be addressed, for example the social impact of urbanization, changing standards of living, issues relating to health, disease and life expectancy, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 8: Independence movements (1800–2000)

15. “Other factors were more important than leadership in the success of independence movements.” Discuss with reference to **two** independence movements.

The question requires that candidates offer a considered and balanced review of the statement that other factors were more important than leadership in the success of two independence movements that may or may not be chosen from a different region. Candidates may discuss the campaign waged against the Unilateral Declaration of Independence in Rhodesia/Zimbabwe and argue that sustained guerrilla warfare was of more importance for success than the leadership of Mugabe. In Indochina, the military leadership of Giap and the political leadership of Ho Chi Minh may be seen as paramount against both the French and/or the US. The impact of the Second World War on independence movements in Francophone Africa or in British colonies in Asia may be considered and weighed against the importance of charismatic leaders or nascent demands for freedom and democracy. In Latin America, the importance of Bolívar, for example, may be weighed against weakening Spanish control in one or more of its colonies. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. Evaluate the effectiveness of responses to economic challenges in the first ten years of independence in **two** states, each chosen from a different region.

The question requires that candidates make an appraisal of the effectiveness of responses to economic challenges in the first ten years of independence in two states, each of which must be chosen from a different region. Candidates may evaluate the effectiveness of responses to challenges faced by Brazil when regionalism obstructed economic development and a slump in coffee prices posed problems. In Vietnam, candidates may evaluate the effectiveness of responses to economic challenges either solely in North Vietnam after 1945 or in a united Vietnam after 1976, when the expansion of a planned economy into the South met with mixed success. In India, Nehru’s economic policies may be evaluated for their effectiveness along with his embrace of the policy of Non-Alignment as being key to the receipt of aid from both the USSR and the US. In Africa, candidates may evaluate the effectiveness of Nkrumah’s planned economy in newly independent Ghana or Nyerere’s policy of *ujama* in Tanzania that met with mixed results in both states. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

17. Compare and contrast the role of leadership in the emergence of **two** democratic states, each chosen from a different region.

The question requires that candidates give an account of the similarities and differences between the role of leadership in terms of the emergence of two democratic states, from different regions, referring to both states throughout. Candidates may refer to the role of positive leadership that was influential in the creation of the democratic states or may contrast this with the failures or problems of previous leaders. The different roles of Kaiser Wilhelm II and Ebert in the formation of the Weimar Republic in Germany offer one such example. Candidates may refer to the role of military leadership in the formation of democratic states, for example the role of Garibaldi in the wars of unification prior to the creation of Liberal Italy. The impact of foreign leadership may be viewed as having played a role, for example the role of leaders from the US in influencing Japan post-Second World War and this may be compared to the role of Konrad Adenauer in the emergence of West Germany. Candidates may identify other factors as being more influential, such as the aftermath of war and/or political upheaval; political, social and economic factors or external influences.

18. Evaluate the impact of changing social and economic policies on the population of **one** democratic state.

The question requires that candidates make an appraisal of the impact of changing social and economic policies on the population of one democratic state by weighing up the strengths and limitations of those changes. Social policies evaluated may include education, social welfare, policies towards women and minorities, the arts and media, policies relating to health. Economic policies evaluated may include the distribution of wealth, taxation, employment regulation, unemployment benefits, industry regulation, infrastructure development. For example, the significant impact of India's Five-Year plans could be evaluated along with the impact in Japan of the Labour Union Law (1945) and agricultural reform post-Second World War. Candidates may evaluate the positive benefits of changing policies including, for example, increased access to goods and services; more equality; increased standards of living. Or the negative impacts of changes to policies may be evaluated including loss of access to goods and services, lack of equity, reduction in standards of living. The extensive social welfare reforms enacted by the Weimar government in Germany offer a rich example. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 10: Authoritarian states (20th century)

19. “Propaganda was the key factor in the emergence of authoritarian states.” Discuss with reference to **two** states, each from a different region.

The question requires that candidates offer a considered and balanced review of the statement that propaganda was the key factor in the emergence of authoritarian states. The two states must be chosen from a different region. Candidates may discuss how propaganda was a tool to gain support or contrastingly that attacked either the existing regime or rival political groups. Hitler’s use of propaganda to gain support from the German population as well as to attack opposition parties such as the KPD is a viable example. Similarly, the Red Army’s use of propaganda to vilify their White opponents during the Russian Civil War may be used. Candidates may also discuss different types of propaganda including the use of visual, auditory or physical propaganda. The conduct of the PLA as compared to the KMT during the Chinese Civil War, 1945–1949, is one such example. Other relevant factors may be discussed; candidates may argue that conditions such as economic crises or methods such as widespread intimidation were the key factors in the emergence of authoritarian states. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. Evaluate the effectiveness of methods used to control opposition in **two** authoritarian states, each chosen from a different region.

The question requires that candidates make an appraisal of the effectiveness of methods used to control opposition, weighing up the strengths and limitations of these methods. The two authoritarian states must be from different regions. Candidates may evaluate the effectiveness of repressive methods including the use of police, secret police, violence and terror. The role of the SS-Gestapo, NKVD, Cheka and OVRA are viable examples. Peron’s control of the media in Argentina is another example of suppressive methods. Candidates may evaluate the effectiveness of political methods including changes to the legal system such as The Law for the Restoration of the Professional Civil Service in Germany. Other methods that may be evaluated include the mobilization of education, arts, culture, youth policies, family life, or economic methods such as employment regulation and taxation. In addition to the role of state agents, candidates may evaluate the effectiveness of the mobilization of the population as a tool to control opposition, as occurred during the Cultural Revolution in China. Candidates may also evaluate methods used to control opposition within the ruling party. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 11: Causes and effects of 20th century wars

21. Evaluate the importance of foreign influence to the outcome of **two** civil wars.

The question requires that candidates make an appraisal of the importance of foreign influence to the outcome of two civil wars that may or may not be chosen from the same region. The importance of aid provided to both sides may be evaluated, as well as the influence of the Non-Intervention Agreement on the outcome of the Spanish Civil War. For the Chinese Civil War, candidates may evaluate the importance of foreign aid, limited or otherwise, from both the US and the USSR. Other appropriate examples would include the involvement of international organizations and/or neighbouring states upon the outcome of the Congo Civil War of 1960–64 or that of 1996–2000. The influence of the US on the outcome of the Nicaraguan Civil War of 1926–27; the 1979 Revolution and/or the subsequent conflict against the Contras may be evaluated. Candidates may consider foreign influence to include the provision of advisors and/or fighting troops; supplies of arms; financial support; political or diplomatic involvement. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. "Political change was the most significant short-term effect of war." Discuss with reference to **two** wars.

The question requires that candidates offer a considered and balanced review of the statement that political change was the most significant short-term effect of two wars that may or may not be chosen from the same region. Candidates may agree with the statement by discussing the October Revolution as a short-term effect of the First World War. The political change brought about by the victors of the Spanish and Chinese civil wars may be discussed. A discussion of the political change brought about in Argentina after its defeat in the Malvinas/Falklands War would be appropriate. Links may be made between the Second World War, French colonies and the policy decisions made at the Brazzaville Conference of 1944. Candidates may challenge the statement by arguing that such short-term effects as economic crises or population transfer were of greater significance than political change. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

23. “The arms race made the greatest contribution to the ending of the Cold War.” Discuss with reference to the period between 1980 and 1991.

The question requires that candidates offer a considered and balanced review of the statement that the arms race made the greatest contribution to ending the Cold War, with reference to the period between 1980 and 1991. Candidates may discuss the impact of Reagan reigniting the arms race during his first term as president and how this contributed to further economic pressure on a USSR already struggling to maintain nuclear parity. Economic problems that plagued the USSR and were deepened by the burden of the Soviet-Afghan War may be discussed, as these meant that the USSR could no longer afford to compete with US spending on arms. Candidates may also argue that the USSR lagged behind US advances in computer-controlled weaponry and this, along with apprehension about the Strategic Defense Initiative, made it open to arms limitation and a further reduction in Cold War tension. Candidates may challenge the statement by arguing that other factors were of greater importance in ending the Cold War. These may include Gorbachev’s *glasnost* and democratic reform policies that led to warmer relations with Europe and the US; the breaking away of the satellite states; the breaking up of the USSR. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. Examine the influence of **two** leaders, each chosen from a different region, on the development of the Cold War.

The question requires that candidates examine the interrelationships between the influence of two chosen leaders and the development of the Cold War. The two leaders may or may not be contemporaries, but they must be from different regions. Candidates may examine the influence of Stalin and Truman, for example, upon the early years of the Cold War attributing its origins either to one or to both. Other appropriate examples of superpower leaders would be Nixon and Mao or Reagan and Gorbachev whose relationship did much to change the trajectory of the Cold War. The influence of Non-Aligned leaders such as Sukarno and Nasser may be examined, and links made to how they were able to impact the Cold War policies of the US and/or the USSR. Similarly, the influence of Castro or Ho Chi Minh may be examined to demonstrate how the leaders of client states were able to impact the development of the Cold War. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.
