

Markscheme

May 2026

History

Higher and Standard level

Paper 2

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Marks	Level descriptor
13–15	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. 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. 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). 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.
10–12	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. 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. 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). 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.
7–9	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. Knowledge of the world history topic is mostly accurate and relevant. Events are generally placed in their historical context. The examples that the candidate chooses to discuss are appropriate and relevant. The response makes links and/or comparisons (as appropriate to the question). The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
4–6	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. Knowledge of the world history topic is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The candidate identifies specific examples to discuss, but these examples are vague or lack relevance. There is some limited analysis, but the response is primarily narrative/descriptive in nature rather than analytical.
1–3	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. Little knowledge of the world history topic is present. The candidate identifies examples to discuss, but these examples are factually incorrect, irrelevant or vague. The response contains little or no critical analysis. The response may consist mostly of generalizations and poorly substantiated assertions.
0	Answers do not reach a standard described by the descriptors below.

Markbands for paper 2

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 change in social structures and systems on **two** societies, each chosen from a different region, in the period 750–1400.

Students will make an appraisal of the impact of change in social structures and systems on two societies in the period 750–1400 weighing up its importance or otherwise. The two societies must be from different regions, but they may or may not have been contemporaneous with each other. Students may offer equal coverage of the two societies, or they may prioritize their evaluation of one of them. However, both aspects will be a feature of the response. A comparative approach may or may not be used.

Students may refer to the significant social and economic changes caused by the Black Death in Europe, which contributed to the decline of serfdom. In Africa, the Trans-Saharan trade led to the development of commercial centres, such as the Mali Kingdom. There may also be an evaluation of the impact caused by the transition to sedentarism among the Pueblo Indians in America, which led to greater food security, population growth and hierarchical social structures. In Asia, Japan's Kamakura period saw the rise of militarized shoguns and laid the foundation for the feudal system.

Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. "There was limited development in science and technology". With reference to **two** societies in the period 750–1400, each chosen from a different region, to what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that there was limited development in science and technology in two societies in the period 750–1400. The two societies must be from different regions but they may or may not have been contemporaneous with each other. Students may offer equal coverage of both societies, or they may prioritize their assessment of one of them. However, both aspects will be a feature of the response. A comparative approach may or may not be used.

To support this statement students may consider elements of continuity in science and technology. They may, for example, refer to the transmission of classical knowledge through monastic education in Europe. Conversely, students may consider the importance of Mayan irrigation systems for food production in America. They may also consider the development of woodblock printing in China and its contribution to education, communication, and administration. In Africa, developments in cartography and navigation by traders and scholars contributed to the expansion of trade routes.

Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

3. With reference to **two** wars in the period 750–1500, each chosen from a different region, discuss the view that the most important causes of wars were political.

Students will offer a considered and balanced review of the statement that the most important causes of two wars in the period 750–1500 were political. The two wars may or may not be from the same region and 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. Students may offer equal coverage of two wars, or they may prioritize 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.

Students may discuss the importance of succession crises which led to wars in the African Gao Kingdom in the 13th and 14th centuries or Vietnamese resistance to Chinese domination in 10th century. In India the Tripartite Struggle (8th-10th centuries) was caused by competition for control over northern India. Other causes may have interacted with political issues, for example the Reconquista combined the desire to expand Christian rule while extending political control.

While other, relevant, factors, such as economic causes, may be referred to, the bulk of the response will remain on the issue raised in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. "Peacemaking after war usually failed." Discuss with reference to **two** wars in the period 750–1500, each chosen from a different region.

Students will offer a considered and balanced review of the statement that peacemaking after wars usually failed in the period 750–1500. The two wars must be from different regions but they may or may not have been contemporaneous with each other. Consequences may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of two wars, or they may prioritize 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.

Students may refer to the failure of the Treaty of Granada (1491); while religious tolerance seemed to be established, the expulsion of the Jews (1492) and Muslims (1502) showed peace to be limited. There may be discussion of the Treaty of Picquigny (1475) which brought an end to the Hundred Years' War, although nationalistic and dynastic tensions persisted. However, the successful *Pax Mongolica* following the campaigns of Genghis Khan allowed for the establishment of a well-ordered, peaceful empire in which culture and commerce flourished.

Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 3: Dynasties and rulers (750–1500)

5. Evaluate the effectiveness of methods used to consolidate and maintain rule in **two** dynasties/kingdoms in the period 750–1500.

Students will make an evaluation of the effectiveness of methods used to consolidate and maintain rule in two dynasties/kingdoms in the period 750–1500, weighing up their importance or otherwise. The two dynasties/kingdoms may or may not be from the same region and they may or may not have been contemporaneous with each other. Evaluation of the effectiveness of methods used may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Students may offer equal coverage of both dynasties/kingdoms, or they may prioritize their evaluation of one. However, both dynasties/kingdoms will be a feature of the response. A comparative approach may or may not be used.

Students may evaluate the use of civilian-scholar officials during the Song Dynasty, or the Aztec use of a tribute system that provided wealth and luxury goods for the Mexican elites which helped the maintenance of power. Alternatively, students could evaluate William the Conqueror's use of castles or the Malians' building of mosques and Islamic schools in Timbuktu in order to consolidate power. There may be evaluation of the Mongols' use of horse post houses which allowed for horsemen to relay messages and news quickly.

Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. Examine the methods of government and administration of **two** rulers in the period 750–1500, each chosen from a different region.

Students will examine the methods of government and administration of two rulers in the period 750–1500. The two rulers must be chosen from different regions but may or may not have been contemporaneous with each other. Students may offer equal coverage of the rulers, or they may prioritize their examination of one of them. However, both rulers will be a feature of the response. A comparative approach may or may not be used.

Students may refer to Charlemagne's *Capitularia missorum generale* and *Capitularia missorum specialia* which defined the role of royal officials and created paired legates to oversee governance. Students could examine Tamerlane and his appointment of Soyurgatmish in the Mongol Empire or Chinese Emperor Hongwu's abolition of the position of Chancellor in the 14th Century. Additionally, students could examine Mansa Musa's division of the 14th Century Malian Empire into provinces ruled by a Ferba or Henry II travelling extensively across the Angevin Empire while appointing a justiciar to operate as a Chief Minister.

Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 4: Societies in transition (1400–1700)

7. Compare and contrast the treatment of minority or indigenous peoples in **two** societies in transition in the period 1400–1700, each chosen from a different region.

The question requires that candidates give an account of the similarities and differences between the treatment of minority or indigenous peoples in two societies in transition in the period 1400–1700, referring to both similarities and differences throughout. There does not need to be an equal number of each. The two societies **must** be from different regions.

Students may refer to the range of treatment of minorities or indigenous peoples from assimilation to persecution. For example, while Jews were expelled from Spain as a result of the Alhambra Decree (1492), by contrast, the Ottoman Empire was relatively tolerant, and Jewish communities settled in several cities. The Edict of Nantes (1598) recognised the rights of Huguenots and Catholics, but was revoked in 1685. In the Spanish and Portuguese empires, enslaved people were maltreated, and cultural suppression and forced labour of indigenous peoples was widespread. For contrast, students may refer to the Spanish New Laws (1542) which sought to limit abuses, and William Penn's treaties with Native Americans (1682). Students may also refer to the policies of the Mughal Empire, which, while initially tolerant of non-Muslims, became more repressive of religious minorities after Akbar the Great. In China, Muslim and Tibetan minorities experienced varying degrees of repression. In Africa, the spread of Islam marginalized non-Muslim minorities.

8. Examine the impact of scientific and technological developments on **two** societies in transition in the period 1400–1700.

Students will consider the interrelationship between scientific and technological development and their impact on two societies in transition. The two societies may or may not be from the same region and they may or may not have been contemporaneous with each other. Students may offer equal coverage of societies, or they may prioritize their examination of one of them. However, both aspects will be a feature of the response. A comparative approach may or may not be used.

Students may examine the impact of agricultural innovations in Europe, such as Jethro Tull's seed drill, which increased food production and contributed to urbanization. The invention of the printing press in 1440 expanded literacy and spread humanism. In addition, advancements in caravel design opened new trade routes, while firearms facilitated European expansion overseas. In Africa, students may examine the impact of enhanced metal tools in agricultural productivity, while noting that access to European gunpowder weapons influenced geopolitics. In Asia, students may examine the impact of the development of Chinese junks which expanded trade routes across the Indian Ocean. In America, the Incas further developed terrace farming and irrigation, which improved food security, and aided the development of a hierarchical society.

Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 5: Early Modern states (1450–1789)

9. Compare and contrast the achievements of the rulers of **two** Early Modern states in the period 1450–1789, each chosen from a different region.

Students will give an account of the similarities and differences between the achievements of the rulers of two Early Modern states in the period 1450–1789, referring to both throughout. The two states must be from different regions, but they may or may not have been contemporaneous with each other. Achievements may extend beyond the timeframe but they must be clearly linked to the issue raised in the question.

Students may compare Mansa Musa and Suleiman the Magnificent. For comparison, both established their empires as major cultural centres and promoted international commerce. However, while Suleiman introduced legal reforms and established religious tolerance, Musa focused on infrastructure and Islamism. Henri IV of France and Tokugawa Ieyasu both established peace after periods of strife and enacted administrative reform. While Ieyasu successfully promoted a distinctive, but isolated, Japanese culture, Henri set the stage for a cultural renaissance, embracing European influences while strengthening regional alliances. Students may compare Elizabeth I of England and Mughal Emperor Akbar the Great. Both mitigated religious conflict and left a considerable cultural legacy. In contrast, Elizabeth's military achievements were focused more on defence than expansion, and her economic achievements lay in exploration and privateering rather than domestic reform of agriculture and trade.

Both similarities and differences must be clearly indicated but there does not need to be an equal number of each.

10. "The treatment of opposition was the most important method of maintaining power." Discuss with reference to **two** Early Modern states in the period 1450–1789, each chosen from a different region.

Students will offer a considered and balanced review of the statement that the treatment of opposition was the most important method of maintaining power in two Early Modern states in the period 1450–1789. The two states must be from different regions but they may or may not have been contemporaneous with each other. Students may offer equal coverage of two states, or they may prioritize 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.

Students may discuss the rule of Cardinal Mazarin who employed military force and strategic alliances to defeat the Fronde (1648–1653), paving the way for Louis XIV's absolutism. The Ashanti Osei Tutu neutralised opposition under the symbol of the Golden Stool before establishing a centralised administrative and military system to maintain power. Students may discuss the importance of Mughal Emperor Akbar's treatment of religious and ethnic opposition, whose opposition was disarmed by their integration into the administration.

While other, relevant, factors may be referred to, such as administrative reform, the bulk of the response will remain on the issue raised in the question. Students may agree, partly agree or disagree with the statement, but their 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 most important causes of war were political.” With reference to **two** Early Modern wars in the period 1500–1750, to what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that the most important causes of war in the period 1450-1789 were political. The two Early Modern wars may or may not be from the same region and 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. Students may offer equal coverage of both Early Modern wars, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. A comparative approach may or may not be used.

Students may refer to political disagreements over the relative power of the Parliament and King as a major cause of the English Civil War, or the Acadian Civil War in North America which was caused by competition for political control between two Governors. Additionally, students may consider the Ottoman-Mamluk War where the Ottoman Empire sought to extend Ottoman sovereignty into Cairo, Mecca and Medina, or the Burmese-Siamese War where the Burmese challenged Siamese sovereignty.

While other, relevant, factors may be referred to, such as economic or religious causes, the bulk of the response will remain on the issue raised in the question. Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

12. “Peacemaking that followed war was usually successful.” With reference to **two** wars in the period 1500–1750, to what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that peacemaking that followed two wars was usually successful. The two wars from the period 1500-1700 may or may not be from the same region and they may or may not have been contemporaneous with each other. Results of peacemaking may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Students may offer equal coverage of both wars, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. A comparative approach may or may not be used.

Students may refer to the Treaty of Westphalia (1648) which successfully ended the Thirty Years' War and brought some peace to Europe, although war persisted between the Dutch and the Portuguese until 1663. Additionally, students may consider the Treaty of Nerchinsk (1689) that established the border between Russia and the Qing dynasty, or the Treaty of Nasuh Pasha (1612) which briefly ended the war between the Ottoman Empire and Safavid Persia.

Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

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

- 13.** Evaluate the social and economic impact of the mass production of goods in **two** industrialized countries, each chosen from a different region, in the period 1750–2005.

Students will make an appraisal of the social and economic impact of the mass production of goods in two industrialized states in the period 1750–2005, weighing up its strengths and limitations or otherwise. The two countries must be chosen from different regions but they may or may not be contemporaneous with each other. Impact may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Students may offer equal coverage of social and economic impact or they may prioritise either of them. However, both aspects and both countries, will be a feature of the response.

Students may evaluate the social impact of the mass production of cloth in the early stages of industrialization, which, in Britain, resulted in a population shift from the countryside to the factories. In the early stages of mass production in countries such as the US, although consumers could buy cheaper products, many manufacturers exploited workers with long hours, often in poor conditions, and paid low wages. It could also be argued that mass production often led to the shift of production to countries, often in Asia, where labour was cheaper. Students may evaluate how the mass production of goods in other countries has impacted small-scale local industries, particularly in Africa, leading to an economic downturn. Mass production of cars and buses has also impacted leisure and commuting.

Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 14.** To what extent was political change the main impact of the growth of cities and factories in **two** industrialized countries, each chosen from a different region, in the period 1750–2005?

The question requires that students consider the merits or otherwise of the suggestion that political change was the most significant impact of the growth of cities and factories in two industrialised countries in the period 1750-2005. The two countries must be chosen from different regions but may or may not be contemporaneous with each other. Impact may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Students may offer equal coverage of each country or prioritize one of them. However, both countries will be a feature of the response.

Students may consider the significance of growing factories and cities in fostering agitation for political change, for example in the case of industrial workers living in appalling conditions in Petrograd. Industrial cities such as Johannesburg played an important role in anti-apartheid activism in South Africa. American cities were key stages for civil rights protest. Industrial workers fuelled the British Chartists' demands for extension of the franchise. The rebuilding of Paris under Haussmann was an example of increased government intervention to address problems of poor sanitation and overcrowding.

While other, relevant factors may be referred to, such as environmental impact, the bulk of the response will remain with the issue raised in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

Topic 8: Independence movements (1800–2000)

15. To what extent did social and economic factors contribute to the rise of independence movements in **two** countries in the period 1800–2000?

Students will consider the extent to which social and economic factors contributed to the rise of independence movements in two countries in the period 1800–2000. The countries may or may not be chosen from different regions. Social and economic factors may predate the timeframe but must be clearly linked to the issue raised in the question. Students may offer equal coverage of social and economic factors, or they may prioritize their discussion of one. However, both factors will be a feature of the response.

Students may consider Ireland, and how the potato famine and the Tithe War contributed to the rise of independence movements. In India, Gandhi led popular movements against the tax on salt and the cost of imported cloth. In Algeria, the economic gulf between the Algerians and the *pieds-noirs* contributed to the demand for independence. In late 19th-century Cuba, this was stimulated by the move to more mechanised methods of production among landholders who then called for an end to slavery.

Other, relevant factors, such as religious division, may be considered but the bulk of the response will remain on the issue raised in the question. Students may agree, partly agree or disagree with the suggestion, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

16. “In the first 10 years of independence, the main challenges to the state were political.” With reference to **two** states in the period 1800–2000, to what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that in the first ten years of independence, the main challenges to the states in the period 1800–2000 were political. The two states may or may not be chosen from different regions. Students may offer equal coverage of both states, or they may prioritize their discussion of one. However, both states will be a feature of the response.

To support this statement, the political status of the Indian princely states was resolved in the 1949 constitution. The assassination of Gandhi had the potential to cause political unrest, but this was managed effectively by Nehru. The first few years of Irish independence were marred by civil war, combining political and military challenge, between those for and against the Anglo-Irish Treaty. In Nigeria, independence was followed by political turmoil and, in 1966, the outbreak of civil war. In Cuba, post-independence, the continuing dominance of the US was controversial. During Estrada Palma’s second term in office opposition from the Liberals and accusations of electoral fraud led, temporarily, to the US occupation.

Other challenges that may have been of greater significance may include social, economic or religious issues. Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

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

17. Evaluate the significance of constitutions and electoral systems to the emergence of democracy in **two** states, each chosen from a different region, in the period 1848–2000.

Students will make an appraisal of the significance of constitutions and electoral systems to the emergence of democracy in two states between 1848 and 2000, weighing up their importance. The two states must be from different regions, but they may or may not have been contemporaneous with each other. Students may offer equal coverage of constitutions and electoral systems, or they may prioritize their evaluation of one of them. However, both aspects, and both states, will be a feature of the response. A comparative approach may or may not be used.

Students may evaluate the significance of the Weimar constitution, which enshrined a wide range of civil liberties and enacted an electoral system based on universal suffrage and proportional representation, but which proved fragile in the face of economic crisis. Brazil's 1988 constitution, which emphasized human rights and decentralisation, stipulated a mixed electoral system which stabilized democracy. There may be evaluation of Japan's post-Second World War constitution which re-established a parliamentary democracy and facilitated recovery after defeat. India's post-war constitutional settlement has proved resilient, although minorities have not always felt fairly represented.

While other, relevant, factors may be referred to, such as the significance of leaders, the bulk of the response will remain on the issue raised in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. With reference to **two** states, each chosen from a different region, discuss the view that economic forces had the most influence on the development of democratic states in the period 1848–2000.

Students will offer a considered and balanced review of the view that economic forces had the most influence on the development of democratic states between 1848 and 2000. The two states must be from different regions, but they may or may not have been contemporaneous with each other. Students may offer equal coverage of two states, or they may prioritize 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.

Students may discuss Germany, where the Great Depression played a major role in destroying democracy, whereas recovery after World War Two helped to cement it in the Federal Republic. They may also discuss the impact of the Great Depression on democracy in the US, where the role of government expanded, political engagement increased and party alignments shifted. In South Korea, economic transformation created a middle class which demanded democratic reform, resulting in the consolidation of parliamentary democracy after 1987.

While other, relevant, factors may be referred to, such as immigration, ideology and foreign influence, the bulk of the response will remain on the issue raised in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 10: Authoritarian states (20th century)

19. “A popular ideology was the main factor in the emergence of authoritarian states.” Discuss with reference to **two** 20th-century authoritarian states, each chosen from a different region.

Students will offer a considered and balanced response to the statement that a popular ideology was the main factor in the emergence of two 20th-century authoritarian states. The two authoritarian states must be chosen from different regions. Students may offer equal coverage of both states or they may prioritize their discussion of one. However, both states will be a feature of the response.

To support the statement, students may discuss the appeal of Nazism focused on overturning the Treaty of Versailles, and vilifying Jews for Germany’s defeat in World War One. However, ideology alone was insufficient to win votes prior to the Great Depression. In China, the ideological legacy of Sun Yixian, and Mao Zedong’s Sinified communism won support necessary for Mao’s victory in the civil war. A counterargument would be that the collapse in support for the GMD was more important. In Argentina, the labour reforms and women’s rights of Peronism may be seen as opportunistic rather than ideological. In Egypt, Nasser’s ideology, arguably, emerged after he became president, but the success of the Free Officers’ Movement coup may be partly attributed to its anti-monarchist and anti-colonial ideology.

Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. To what extent was a successful foreign policy the most important factor in maintaining power in **two** 20th-century authoritarian states?

Students will consider the merits or otherwise of the suggestion that a successful foreign policy was the most important factor in maintaining power in two 20th-century authoritarian states. The two states may or may not be chosen from different regions. Students may offer equal coverage of both states or they may prioritize their discussion of one. However, both states will be a feature of the response.

To support this statement, students may consider the foreign policies of Nazi Germany where the success of Anschluss and remilitarisation of the Rhineland helped maintain power, although defeat in the Second World War led to the loss of power. Conversely for Nasser, despite Egypt’s defeat in 1967, his offer to resign was refused by the population and his charismatic personality and successful domestic policies may be seen as more important. Mao used the stalemate in Korea and, later, the Sino-Soviet split to tighten domestic control. Students may consider Pinochet’s support of Britain in the Malvinas/Falklands War as helpful to his maintaining power as well as his support of Operation Condor that repressed left wing groups in Latin America and Europe.

While other, relevant, factors may be referred to, such as economic policy, the bulk of the response will remain on the issue raised in the question. Students opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument .

Topic 11: Causes and effects of 20th century wars

21. “The use of guerrilla warfare was the key factor in deciding the outcome of wars”. Discuss with reference to **two** 20th-century wars.

Students will offer a considered and balanced review of the statement that guerrilla warfare was the key factor in deciding 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. Students may offer equal coverage of both wars, or they may prioritize their discussion of one of them. However, both wars will be a feature of the response.

Students may refer to the use of guerrilla warfare during the Cuban Civil War, where local support was critical. During the Chinese Civil War the Communists used guerrilla tactics, contributing to their survival and initial successes, although conventional warfare was adopted in the final stages. Students may also discuss the ambush tactics used by Republicans in the Spanish Civil War, or by the French resistance during the Second World War which proved key to the outcome. In Africa, guerrilla warfare by the National Liberation Front significantly contributed to Algerian independence.

While other, relevant, factors, may be referred to, such as technology or logistics, the bulk of the response will remain on the issue raised in the question. Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. “The most significant consequence of war was territorial change.” Discuss with reference to **two** 20th-century wars.

Students will offer a considered and balanced review of the statement that the most significant consequence of two 20th-century wars was territorial change. The two wars may or may not be from the same region and they may or may not have been contemporaneous with each other. Students may offer equal coverage of both wars, or they may prioritize their discussion of one of them. However, both wars will be a feature of the response.

Students may refer to the impact of territorial changes during or after a war on, for example, access to natural resources and infrastructure. For example, the transfer of Silesia to Poland after 1945 affected the German economy, while Paraguay benefitted from territory gained following the Chaco War. The strategic value of territorial change may also be considered in relation to trade or establishing military presence. Additionally, students may discuss how territorial changes resulted in the creation of new countries, such as Bangladesh following the Indo-Pakistani War of 1971 and the successor states formed after the First World War, such as Czechoslovakia and Yugoslavia.

While other, relevant, factors, may be referred to, such as economic or political factors, the bulk of the response will remain on the issue raised in the question. Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

23. Discuss the view that ideological challenges and dissent were the most important reasons for the end of the Cold War between 1980 and 1991.

Students will offer a considered and balanced review of the view that ideological challenges and dissent were the most important reasons for the end of the Cold War between 1980 and 1991. Students may offer equal coverage of ideological challenges and dissent, or they may prioritize their discussion of one. However, both aspects will be a feature of the response. A comparative approach may or may not be used.

Students may discuss Solidarity's ideological challenge to the Polish government throughout the 1980s and similar movements in other Eastern European countries, such as Charter 77 in Czechoslovakia, which undermined Soviet power, contributing to the end of the Cold War. The end of the Cold War was also brought about by Gorbachev's policies of glasnost and perestroika which challenged the ideology of traditional Soviet governance, and which, coupled with the successful nationalism and breakaway of the Soviet Republics, caused the collapse of the USSR.

While other, relevant, factors such as Reagan's increase in defence spending or successful arms control negotiations, may be referred to, the bulk of the response will remain on the issue raised in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. Evaluate the impact of **two** leaders, each chosen from a different region, on the course of the Cold War before 1979.

Students will make an appraisal of the impact of two leaders on the course of the Cold War before 1979, weighing up the importance or otherwise of each leader. The two leaders must be from different regions but they may or may not have been contemporaries with each other. Students may offer equal coverage of both leaders, or they may prioritize their evaluation of one. However, both leaders will be a feature of the response. A comparative approach may or may not be used.

Students may refer to Stalin's decision to block US, British and French access to West Berlin in 1948 and its impact on the course of the Cold War. Additionally, the impact of Truman's Marshall Plan and Truman Doctrine may be evaluated. Alternatively, students may evaluate Khrushchev's denunciation of Stalin on the impact of Sino-Soviet relations, or Nixon's visit to China in 1972 on US-Sino relations. The leadership of Khrushchev and Kennedy may be evaluated in relation to the Cuban Missile Crisis, which, while heightening short-term tension, contributed to a lessening of tension soon afterwards.

Students' opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.
