

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. “Leadership was the most important factor in deciding the outcome of wars in the period 750–1500.” Discuss with reference to **two** wars.

Students will offer a considered and balanced review of the statement that leadership was the most important factor in deciding the outcome of wars in the period 750–1500. The two wars may or may not be from the same region and they may or may not have been contemporaneous with each other. Factors 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 Alp Arslan’s use of light cavalry in his wars against the Byzantines (1068-1071) or the importance of Robert the Bruce’s exploitation of terrain when fighting the English at Bannockburn (1314). Students may discuss the importance of Sundiata’s negotiation of the coalition against the Sosso (c1235), or Baibars’ Egyptian alliance, coupled with ingenious tactics in battle, against the Mongols (1260).

While other, relevant, factors may be discussed, such as opponents’ errors or technology, 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.

4. Discuss the political impact of **two** wars in the period 750–1500, each chosen from a different region.

Students will offer a considered and balanced review of the political impact of two wars 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. Discussion of the impact may extend beyond the timeframe but it 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 impact of the Crusades in weakening the Byzantine Empire, partly through the creation of Crusader states (Outremer), which were in conflict with their Islamic neighbours. Wars in Africa saw the rise and fall of power-structures such as the Swahili city-states, the Ethiopian empire in the east and the Malian and Ghanaian empires in the west. Students may discuss the political impact of the long civil war in Sengoku Japan (15th-16th centuries) which led ultimately to the isolation and the decline of the daimyo.

Students’ 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. With reference to **two** societies in transition in the period 1400–1700, discuss the view that religion was more of a support than a challenge to the state.

Students will offer a considered and balanced review of the view that religion was more of a support than a challenge to the state in 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 both societies, 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 refer to divine-right doctrines which supported monarchies in Europe, but may stress the challenges posed by religious wars. In Asia, Confucianism and Shinto supported governments ideologically, while the introduction of Sikhism and Christianity caused conflict with established authority. There may be discussion of the spread of Islam in Africa and the Middle East, which contributed to social cohesion and law administration. However, reformers like Usman dan Fodio, challenged authority. Students may discuss the intertwining of religion and politics in Puritan colonies in North America, and may also refer to religious movements, such as Taky Unquy in the Viceroyalty of Peru, that became political revolts.

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, demonstrating 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. “Effective leadership was the most important factor in achieving independence in the period 1800–2000.” With reference to **two** countries, to what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that effective leadership was the most important factor leading to the achievement of independence in the period 1800–2000. The two independence movements may or may not be chosen from different regions. Students may offer equal coverage of both countries or they may prioritize their discussion of one. However, both aspects will be a feature of the response.

To support the statement, students may consider the importance of the leadership of Gandhi, Nehru and Jinnah in achieving independence for India and Pakistan. This may be challenged with the financial difficulties confronting Britain after 1945. For Ireland, the conflict between Michael Collins and Eamonn De Valera made independence more difficult; it may be considered that British willingness to grant independence post-World War One was more important. For Cuba, the leadership of José Martí may be weighed against the involvement of the US in the war against the Spanish Empire. In Africa, whilst the leadership of Kenyatta, Nkrumah and Nyerere were crucial in shaping the post-independence politics of Kenya, Ghana and Tanzania, it had also become untenable for Britain to resist the “winds of change”.

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.

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. To what extent was persuasion more important than the use of force in the emergence of **two** 20th-century authoritarian states?

The question requires that students consider the extent to which persuasion was more important than the use of force in the emergence of two 20th-century authoritarian states. The two states may or may not be from the same region. Students may offer equal coverage of persuasion and the use of force, or they may prioritize their assessment of one of them. However, both aspects will be a feature of the response. Students may consider Hitler's sophisticated propaganda and focus on persuading Germans to vote Nazi, which was, however, supported by intimidation by the Sturmabteilung (SA), especially during the March 1933 election campaign. In Russia, Lenin persuaded people to support him by promises of peace, bread and land, although power was seized by force (although not much was needed). Nyerere used non-violent protest to advance his cause and rose peacefully to power, although British forces helped quell a coup in 1963. Peasant support, attracted by land reform, was crucial to Mao's military effort, as he defeated the Nationalists in armed conflict. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. Evaluate the effectiveness of social and economic policies in **two** 20th-century authoritarian states.

Students will make an appraisal of the effectiveness of social and economic policies in two authoritarian states, weighing up their strengths and limitations or otherwise. The two authoritarian 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 aspects, and both states, will be a feature of the response.

In Cuba, social policies to improve health care and literacy were mostly effective, but economic policies less so. The "10 million tonne" target for the sugar harvest was not met, and the "Special Period" led to considerable hardship. Students may evaluate the effectiveness of education and youth policies in indoctrinating young people and the attempt to restore traditional roles for women in Nazi Germany. Economic policies, such as the New Plan, reduced unemployment but autarky was not achieved. In Mao's China, the economy was stabilised and grew after 1949 until the failure of the Great Leap Forward; attempts at recovery by Liu Shaoqi and Deng Xiaoping were stalled by the Cultural Revolution. In Tanzania, Nyerere attempted to revolutionise society and the economy in tandem but met with limited success.

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

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

21. “Technological developments had the greatest impact 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 technological developments had the greatest impact 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 developments in aerial warfare, such as new fighter planes in the First World War, B29s in the Second World War, and Harrier Jump Jets in the Falklands/Malvinas War. In addition, students may discuss innovations that rendered prior developments obsolete, for example masks, to counter poisonous gas in the First World War, radars/sonars to defeat U boats in the Second World War and anti-ballistic missiles, used successfully in the 1991 Gulf War. Conversely, students may discuss the challenges local conditions presented to technological developments, as seen in the Vietnam War.

While other, relevant, factors, may be referred to, such as leadership or strategy, 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 economic.” 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 economic. 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 economic impact during a war by discussing the costs of supporting military efforts. They may consider how diverting funds to military expenditure resulted in increased debt, as evidenced by Argentina after the Falkland/Malvinas War. Students may also discuss the economic consequence with, for example, reference to the repercussions of rebuilding Europe following World War Two and the role of the Marshall Plan. Additionally, the economic consequences of territorial changes, for example Pakistan's loss of resources following the Indo-Pakistani War. Conversely, students may discuss the impact of the Second World War in finally bringing the US out of the Great Depression.

While other, relevant, factors, may be referred to, such as territorial change or social impact, 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. To what extent did detente improve superpower relations between 1969 and 1979?

Students will consider the merits or otherwise of the statement that detente improved superpower relations between 1969 and 1979. Students may offer equal coverage of improvements and decline in superpower relations, or they may prioritize their assessment of one of them. However, both aspects will be a feature of the response.

Students may refer to the Strategic Arms Limitation Treaty (SALT I) which focused on nuclear armament reduction and marked the first time the superpowers agreed to controls on the production of nuclear weapons. Nonetheless, neither government ratified SALT II after it was signed in 1979 and the number of nuclear weapons continued to increase. Students may consider the impact of the Moscow summits of 1972 and 1974, as well as the Washington summit of 1973 which saw relations improve through face-to-face negotiations. Students may consider the impact of the 1975 Helsinki Agreement which signified an easing of tension. However, the Helsinki Agreements were not honoured and détente ended with the Soviet invasion of Afghanistan in 1979 and superpower relations declined once more.

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.

24. Discuss the view that ideology was the main cause of **two** Cold War crises, each chosen from a different region.

Students will offer a considered and balanced review of the view that ideology was the main cause of two 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. Students may offer equal coverage of both crises, 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 refer to how the desire of the Soviet Union to rid West Berlin of capitalism influenced their decision to initiate a blockade in 1948, or how the US desire to contain communism influenced their involvement in the Vietnam War. Students may also discuss the desire to break free of Soviet ideological influence on the uprising in Hungary in 1956 or Czechoslovakia in 1968.

While other, relevant, factors, such as the desire for nuclear parity as a cause of the Cuban Missile Crisis or the desire to protect South Korean sovereignty on the Korean War, 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.
