

Markscheme

May 2026

History

Higher and Standard level

Paper 2

© International Baccalaureate Organization 2026

All rights reserved. No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without the prior written permission from the IB. Additionally, the license tied with this product prohibits use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, whether fee-covered or not, is prohibited and is a criminal offense.

More information on how to request written permission in the form of a license can be obtained from <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organisation du Baccalauréat International 2026

Tous droits réservés. Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite préalable de l'IB. De plus, la licence associée à ce produit interdit toute utilisation de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, moyennant paiement ou non, est interdite et constitue une infraction pénale.

Pour plus d'informations sur la procédure à suivre pour obtenir une autorisation écrite sous la forme d'une licence, rendez-vous à l'adresse <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organización del Bachillerato Internacional, 2026

Todos los derechos reservados. No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin la previa autorización por escrito del IB. Además, la licencia vinculada a este producto prohíbe el uso de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales—, ya sea incluido en tasas o no, está prohibido y constituye un delito.

En este enlace encontrará más información sobre cómo solicitar una autorización por escrito en forma de licencia: <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

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, 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. 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 creation 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, examine the significance of **two** key figures in cultural and intellectual change.

Students will consider the interrelationship between key figures and cultural and intellectual change 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 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 refer to the contributions to intellectual and cultural change in Europe made by Johannes Gutenberg's invention of the printing press, Francis Bacon's promotion of scientific methods, and Martin Luther's translation of the Bible. In the Americas, Bartolomé de las Casas contributed to cultural change through his defense of indigenous populations. In Asia, students may examine the significance of Zhen He's maritime exploration to trade and cultural exchange, as well as the contribution of Akbar the Great to cultural change through his literary patronage. In Africa, students may examine Mansa Musa's advancement of intellectual change through his promotion of education and Islamic scholarship.

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. With reference to **two** Early Modern states in the period 1450–1789, discuss the view that internal challenges to power were usually overcome.

Students will offer a considered and balanced review of the view that internal challenges to power were usually overcome in two Early Modern states in the period 1450–1789. The two states 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 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 Peter the Great's Russia, where the Streltsy Revolt was defeated, a bureaucracy and military based on merit was established and clerical opposition failed to stem the beginnings of modernisation. However, in China Emperor Qianlong failed to quell corruption and relief measures could not stem social unrest; the White Lotus rebellion broke out towards the end of his reign. There may be discussion of the Javan Mataram Sultanate where opposition was successfully defeated, only for internal strife to break out shortly after Sultan Agung's death in 1645. Similarly, Mansa Musa was only partially successful in defusing internal challenges, leaving the Malian empire vulnerable to the Songhai.

Students' 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. “The rise of independence movements in the period 1800–2000 was due to internal rather than external factors.” 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 the rise of independence movements in the period 1800–2000 was due to internal rather than external factors. The two independence movements may or may not be chosen from a different region. Students may offer equal coverage of both countries, or they may prioritize their discussion of one. However, both countries will be a feature of the response.

Students may consider internal factors such as the social, economic and political impact of British rule in India, or the leadership of, for example, Ho Chi Minh in Vietnam or Kwame Nkrumah in Ghana. The growth of nationalist ideology was important in Cuba, led by Martí, as well as early 19th century Greece. External examples include the impact of the First World War on Bohemia and Moravia that galvanised the demand for independence. The Brazzaville Conference (1944) was an indicator to French colonies in Africa of a looser relationship with the metropole. Similarly, the withholding of Marshall Plan money by the US in opposition to the restoration of Dutch rule in the Dutch East Indies/Indonesia may be considered. The impact of the Napoleonic Wars on Portugal enabled Brazilian independence.

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. “Propaganda 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 propaganda 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.

Students may discuss Mao’s anti-Nationalist propaganda in which he attacked the GMD for failing to address rural issues, and for being weak in their resistance to the Japanese. In Russia, Lenin promised peace and land reform, while Castro used radio and his trial speech to rally support against Batista’s corruption and oppression, while promising democracy and social justice. There may be discussion of Idi Amin, whose propaganda portrayed him as a liberator, and who employed impressive military spectacles, but his military coup, ethnic politics, and foreign backing may be considered more important.

Other relevant factors may be addressed, for example, the weakness of political systems or economic factors, but the focus should nevertheless be on the issue in the question.

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

20. “Economic policies of authoritarian rulers rarely achieved their aims.” With reference to **two** 20th-century states, each chosen from a different region, to what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that economic policies of authoritarian rulers in two 20th-century states rarely achieved their aims. The two rulers may not be from the same region. Students may offer equal coverage of the two rulers, or they may prioritize their assessment of one of them. However, both rulers will be a feature of the response.

Students may consider the establishment of an egalitarian society in Cuba, but at the expense of food rationing, a failure to diversify away from sugar, and an over-reliance on Russian subsidy. Nasser’s socialist approach to planning and industrialisation and land redistribution brought little benefit. The Aswan Dam was completed after his death. There may be consideration of Nazi policies, which lowered unemployment and made some progress towards autarky, while efforts to boost the agricultural sector failed. Mao solved hyperinflation, but the Great Leap Forward proved disastrous, as did Nyerere’s collectivisation, which left his country bankrupt.

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

Topic 11: Causes and effects of 20th century wars

21. “The mobilization of human and economic resources was the key factor in deciding the outcome of wars”. With reference to **two** 20th-century wars, to what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that the mobilization of human and economic resources were the key factors 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 assessment of one of them. However, both wars will be a feature of the response.

Students may refer to military conscription policies such as the USA's Selective Training Service Act (1940), and the Abyssinian national mobilization in 1935. Consideration may be given to accomplishments of planning agencies, initiatives encouraging females to enter the workforce and rationing programmes. The impact of financial resources including war bonds, and international loans may also be considered. Conversely, students may consider mobilization inefficiencies exemplified by, for example, corruption during the Chinese Civil War, which hindered the Nationalists and bolstered the CCP.

While other, relevant, factors, may be referred to, such as technology or leadership, 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.

22. “The most significant consequence of wars was political.” 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 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. 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 discuss the significance of political change during or after a war. For example, the collapse of empires, such as Austria-Hungary and Russia, were significant political results of the First World War. They may reference the significance of the political instability that followed harsh peace terms, exemplified by Weimar Germany. Alternatively, the positive impacts on leaders' popularity can be discussed, as seen by Margaret Thatcher's resurgence after the Falkland/Malvinas War. Additionally, students may discuss the weakening of Britain and France after 1945, which contributed to decolonization. Students may also consider the significance of changes in a nation's dominant ideology after civil wars in, for example, China, Spain and Cuba.

While other, relevant, factors, may be referred to, such as economic consequences or territorial change, 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. “The US was more responsible than the USSR for the emergence of superpower rivalry between 1943 and 1949.” To what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that the USA was more responsible than the USSR for the emergence of superpower rivalry between 1943 and 1949. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of both the USA and the USSR, or they may prioritize their assessment of one. However, both aspects will be a feature of the response.

Students may refer to the USA’s use of Marshall Aid or ‘dollar imperialism’ and the Soviet use of ‘salami tactics’ in order to spread their influence in Europe, thereby creating tension and leading to the US responding with the Truman Doctrine. US failure to inform the USSR of their intention to use nuclear weapons in Japan and its impact may be considered, as well as the Soviet blockade of Berlin in 1948. The formation of NATO in 1949 at the US’s instigation, may also be considered an influence on superpower rivalry.

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. “The most important impact of the Cold War was economic.” Discuss with reference to **two** countries, each chosen from a different region.

Students will offer a considered and balanced review of the statement that the most important impact of the Cold War was economic. The two countries must be from different regions but they may or may not have been contemporaneous with each other. Impacts may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of both countries or they may prioritize their discussion of one of them. However, both countries will be a feature of the response.

Students may refer to the impact of Soviet military spending as a percentage of GDP during the Cold War, or the Soviet financial support of African Communist governments, such as Ethiopia. Students may discuss the impact of the American trade embargo on Cuba, the rebuilding of Western Europe with Marshall Aid or the devastation of the North and South Korean economies due to the Korean War.

While other, relevant, factors such as political or social impact, may be referred to, 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.
