

Markscheme

May 2022

History

Higher and Standard level

Paper 2

© International Baccalaureate Organization 2022

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 2022

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, 2022

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/>.

Markbands for paper 2

Marks	Level descriptor
13–15	<p>Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured and effectively organized.</p> <p>Knowledge of the world history topic is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts.</p> <p>The examples that the candidate chooses to discuss are appropriate and relevant, and are used effectively to support the analysis/evaluation. The response makes effective links and/or comparisons (as appropriate to the question).</p> <p>The response contains clear and coherent critical analysis. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. All, or nearly all, of the main points are substantiated, and the response argues to a consistent conclusion.</p>
10–12	<p>The demands of the question are understood and addressed. Answers are generally well structured and organized, although there is some repetition or lack of clarity in places.</p> <p>Knowledge of the world history topic is mostly accurate and relevant. Events are placed in their historical context, and there is some understanding of historical concepts.</p> <p>The examples that the candidate chooses to discuss are appropriate and relevant, and are used to support the analysis/evaluation. The response makes effective links and/or comparisons (as appropriate to the question).</p> <p>The response contains critical analysis, which is mainly clear and coherent. There is some awareness and evaluation of different perspectives. Most of the main points are substantiated and the response argues to a consistent conclusion.</p>
7–9	<p>The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach.</p> <p>Knowledge of the world history topic is mostly accurate and relevant. Events are generally placed in their historical context.</p> <p>The examples that the candidate chooses to discuss are appropriate and relevant. The response makes links and/or comparisons (as appropriate to the question).</p> <p>The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</p>
4–6	<p>The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence.</p> <p>Knowledge of the world history topic is demonstrated, but lacks accuracy and relevance. There is a superficial understanding of historical context.</p> <p>The candidate identifies specific examples to discuss, but these examples are vague or lack relevance.</p> <p>There is some limited analysis, but the response is primarily narrative/descriptive in nature rather than analytical.</p>
1–3	<p>There is little understanding of the demands of the question. The answer is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task.</p> <p>Little knowledge of the world history topic is present.</p> <p>The candidate identifies examples to discuss, but these examples are factually incorrect, irrelevant or vague.</p> <p>The response contains little or no critical analysis. The response may consist mostly of generalizations and poorly substantiated assertions.</p>
0	<p>Answers do not reach a standard described by the descriptors below.</p>

Examiners are reminded of the need to apply the markbands that provide **the “best fit”** to the responses given by candidates and to **award credit wherever it is possible to do so**. If an answer indicates that the demands of the question are understood and addressed but that **not all implications are considered (for example, compare or contrast; reasons or significance; methods or success)**, then examiners should not be afraid of using the full range of marks allowed for by the markscheme: *as such*, responses that offer good coverage of some of the criteria should be rewarded accordingly.

For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate’s work please contact your team leader.

Topic 1: Society and economy (750–1400)

1. “Changes in travel and transportation had little impact.” Discuss, with reference to **two** societies.

The question requires that candidates offer a considered and balanced review of the statement that changes in travel and transportation had little impact. The two societies may or may not come from the same region. Impact may extend beyond the timeframe, but it must be clearly linked to the issue raised by the question. Candidates may offer equal treatment of travel and transportation, or they may prioritize their discussion of one of them. However, both aspects will be a feature of the question. There may be discussion of the impact of increasing European river transport which helped to link growing urban centres; the increasing use of junks in the Far East, and the sophisticated maritime culture of the Chinchas in Peru, all of which boosted trade; the increasing exploitation of camels’ endurance opened up trans-Saharan markets. It may be argued that limited technological change restricted impact, which was less than in subsequent eras. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. Examine the reasons for the spread of religion in **two** societies, each chosen from a different region.

The question requires that candidates consider the interrelationships between the various reasons for the spread of religion in two societies, which must be from different regions. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. There may be an examination of the roles of various rulers, for example Byzantine Emperor Michael III, in building on the work of earlier missionaries to Serbia and Bulgaria; or of the roles of Viking kings, such as Harald Bluetooth in Scandinavia. There may be an examination of the role of bad harvests and natural disasters in promoting the spread of religion in, for example, Mochica society. The spread of Islam in the ‘Abbasid kingdoms as a result of the intellectual flowering of the Islamic Golden Age may be examined, while trade played a vital role in spreading Islam to East Africa. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

3. Evaluate the significance of leaders to the outcomes of **two** wars in the period 750–1500, each chosen from a different region.

The question requires that candidates make an appraisal of the significance of leaders to the outcome of two wars in the period 750–1500, weighing up their significance or otherwise. The two wars must be from different regions, but the leaders may or may not be from the same region. Candidates may evaluate the leader's personal characteristics and how these contributed in a positive or negative manner to the outcome of the war, for example Henry V's courage and decisiveness in battle. Candidates may make an appraisal of the ability of the leaders to recognize able generals and follow their military advice, as done by Genghis Khan with Subutai and Jebe. Conversely, candidates may evaluate their willingness to follow ill-fated counsel such as Zhu Qizhen's readiness to enact Wang Zhen's advice before the Battle of Tumu, which resulted in his capture. Candidates may also evaluate tactical decisions made by leaders to gain an advantage over their enemies, for example Saladin's selection of battlefields for the battle of Hattin. Other relevant factors may be addressed, for example technological advances or alliances, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. With reference to **two** wars in the period 750–1500, to what extent was economic change the most significant effect of war?

The question requires that candidates consider the merits or otherwise of the suggestion that economic change was the most significant effect of war. The two wars may or may not be from the same region. Effects may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may choose to focus on the negative economic effects of wars. They may consider the direct or indirect financial costs involved in waging a war. Similarly, they may discuss the impact of population decline or damage to resources, as caused by Tamerlane in Georgia. Conversely, candidates may focus on the economic benefits to victors. These may include control of conquered territories and their resources. Other appropriate examples may include access to tributes, such as *yizia* imposed by Harun al-Rashid, or ransom such as the one paid by King John II of France. Candidates may also choose to discuss the benefits of an increase in trade. Other relevant factors may be addressed, for example social, religious and cultural changes, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 3: Dynasties and rulers (750–1500)

5. Compare and contrast the methods used by **two** rulers to maintain their rule.

The question requires that candidates give an account of the similarities and differences between two rulers in terms of the methods used to maintain their rule, referring to both throughout. There does not need to be an equal number of each. The two rulers may or may not be from the same region. Candidates may refer to the steps taken by rulers to achieve a unified empire by establishing a common legal system, as done by Mongol use of the Yassa code; or by establishing an efficient bureaucratic system as done by the Song dynasty. Other appropriate examples may include steps taken to address economic or social distress via monetary reforms, as done by Charlemagne via the introduction of *livre carolienne* and price controls. Additional factors may include the creation of a loyal army and their role in the subjugation of rebellious groups, as in the case of Abd al-Rahman who had to contend with challenges by the Muwallads or the insurgency of Umar ibn Hafsun.

6. “Effective government depended on the nobility and the elite.” Discuss with reference to **two** rulers, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the statement that effective government depended on the nobility and the elite. The statement must be discussed with reference to two rulers from different regions. Candidates may discuss the significance of nobility and the elite, and consider whether they performed essential administrative tasks, served as figureheads, or were separate from the system altogether. Candidates may point out that in kingdoms that lacked a centralized government the nobility and elite served an important role as administrators, whose power derived from the ruler, as done by the Farbas in the Mali Kingdom. Similarly, feudal lords upheld the law in manor courts and fulfilled a role in the defence of the kingdom through the obligation to provide soldiers or financial resources in case of need. Candidates may also discuss the changing role of the nobility and the elite. They may provide examples where cooperation turned to challenge, as in the case of the Kamakura Shogunate in Japan. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 4: Societies in transition (1400–1700)

7. Examine the impact of merchants and travellers on developments in trade during the period 1400–1700.

The question requires that candidates consider the interrelationship between merchants and travellers and the developments in trade. The examples chosen may or may not come from the same region and the impact may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may examine the expansion of trade in the Spanish or Portuguese Empires resulting from the voyages of Christopher Columbus and Vasco da Gama. Alternatively, the impact of Christian missionaries and Dutch merchants on trade with the Japanese Shogunate may be examined. The voyages of Admiral Zheng may be examined with the proviso that their long-term impact was limited when the Hongxi Emperor decided to restrict external trading links. Candidates may examine the interrelationship between merchants and travellers and the state that may have sponsored their journeys and may or may not have responded positively to new trading opportunities. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. "Religious discrimination and persecution were the main cause of religious change." Discuss.

The question requires that candidates offer a considered and balanced review of the statement that religious discrimination and persecution were the main cause of religious change. The examples chosen may or may not be from a different region and the causes outlined may predate or extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may discuss discrimination against and persecution of Jews during the *Reconquista* period in Spain. Although, initially, this led to the conversion of many to Christianity, persecution continued limiting change. Similarly, the persecution of native populations in the Spanish Empire may be argued to have led to religious change. Other appropriate examples may include the spread of Islam in India during the Mughal Empire and the conversion, as well as persecution, of Christians in Shogunate Japan. Other relevant factors may be addressed, such as the spread of literacy and the availability of printed texts as well as wars, which may have brought religious change in their wake. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 5: Early Modern states (1450–1789)

9. “Rulers rarely achieved their ambitions.” Discuss, with reference to **two** rulers, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the statement that rulers rarely achieved their ambitions. The two rulers must be from different regions. The period of rule may predate or extend beyond the timeframe, but the discussion must be clearly linked to the issue raised in the question. The failure of George III of England to retain the 13 colonies may be discussed as an example of thwarted ambition. It may be argued that the achievements of Suleiman the Magnificent did equal his ambitions although he died before reaching the gates of Vienna. It may be argued that the achievements of Elizabeth I of England kept pace with her ambition to retain control over the throne and to secure the Tudor legacy. Despite the cost of his military campaigns, the expansion of territory under the control of the Kiangsi Emperor of the Ming dynasty in China may also be used to refute the statement. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. “Issues of succession were the main cause of internal conflict.” With reference to **two** states, to what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that issues of succession were the main cause of internal conflict. The two states may or may not be from the same region. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may discuss problems arising from the succession of minors and the role of regents, for example in the Togukawa Shogunate, or Philip Duke of Orleans’s regency in France. Succession might have been combined with religious conflict, for example between Shah Jahan’s sons in the Mughal Empire, or in late 17th century England. Conversely there may be discussion of states where laws and traditions enabled succession without confrontation, such as Portugal or the Ayutthaya Kingdom. Other relevant factors may be addressed, for example, tensions between modernizers and conservatives in Russia, or between Cuzco elite families in the Inca Empire. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

11. Examine the impact of technological developments on the practice of war.

The question requires that candidates consider the interrelationship between technological developments and the practice of war. Impact may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Although specific wars may be discussed, this is not a requirement and candidates may refer more broadly to technological developments. Candidates may examine the impact of gunpowder, which rendered cavalry and other troops vulnerable to muskets and light cannon. New firearms technology was decisive in wars against the Delhi sultanate and the Sur dynasty, in the Ethiopian–Adal War and in wars between the Ottomans and the Mamluks and Hungarians. Because firing flintlock muskets required little skill, huge firearms formations were enabled which needed massive logistical support. Siege warfare became more common in, for example, the Thirty Years' War, the Dutch Revolt and Ireland. Fortifications, with low, sloping walls, were developed. Candidates may examine naval warfare where, after initial broadsides from modern cannon, hand-to-hand combat still prevailed. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. Discuss the successes and failures of peacemaking after **two** wars.

The question requires that candidates offer a considered and balanced review of the successes and failures of peacemaking. The two wars may or may not be from the same region. Successes and failures may extend beyond the timeframe but they must be clearly linked to the issues raised in the question. Candidates may offer equal coverage of successes and failures, or they may prioritize their discussion of one of them. However, both aspects will be a feature of the response. Successes could include the establishment of peaceful relations between native American tribes and the French by the Great Peace of Montreal (1701) and the lasting peace between Russia and China achieved by the Treaty of Nerchinsk (1689). In contrast, the unequal Burmese–Siamese Treaty (1549) proved to be only a temporary halt to hostilities, which lasted intermittently for 300 years. There may be discussion of the great European treaties of the period, Cateau-Cambresis (1559) and Utrecht (1713), whose successes and failures could, perhaps, best be judged through the eyes of the protagonists. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 13.** To what extent was political stability the main factor which enabled industrialization in **two** countries?

The question requires that candidates consider the merits or otherwise of the suggestion that political stability was the main factor which enabled industrialization in two countries. The two countries may or may not be from the same region. Candidates may consider the extent by which political stability facilitated industrialization by providing capitalists with a reasonable certainty that resources invested were safe from the risk of political upheaval. An appropriate example may include England after the Glorious Revolution, where funds were injected into an increasingly sophisticated finance system, enabling investment in industrialization. Additionally, political stability may have provided the opportunity to design and implement long-term programmes that support industrialization, such as Witte's reforms in Russia in the 1890s or Park's export-led model in Korea in the 1960s. Candidates may also wish to consider how politically stable countries may become attractive to foreign investors and benefit from the insertion of foreign capital, for instance the introduction of Maquiladoras in Mexico. Other relevant factors that enabled industrialization may be addressed, for example the availability of human and natural resources and infrastructure, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 14.** "Developments in transportation were key to industrialization." Discuss with reference to **two** countries, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the statement that developments in transportation were key to industrialization. The two countries must be from different regions. Candidates may discuss the contribution of improved road surface to transportation. "Macadam" roads or the Turnpike Trust provide appropriate examples of development that made the movement of goods safer and more reliable. Candidates may also wish to review the contribution of cheaper forms of transport, such as steamship or steam locomotive, to lowering the price of goods, thereby increasing demand and sustaining industrialization. Similarly, candidates may wish to discuss the role of railway developments in allowing settlements and factories to develop in new areas, further increasing the movement of goods and people. The role of key developments in long-distance transportation may also provide material for discussion. Global trade facilitated the movement of raw material, gave access to cheaper labour in less developed countries such as Mexico or India, and aided expansion into foreign markets after the saturation of local ones. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 8: Independence movements (1800–2000)

15. Discuss the importance of race to the origins and rise of independence movements in **two** states.

The question requires that candidates offer a considered and balanced review of the importance of race to the origins and rise of independence movements. The two states may or may not be from a different region. Candidates may discuss causes that predate or extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may discuss Zimbabwe/Rhodesia and the spur given to independence by the imposition of the Unilateral Declaration of Independence (UDI) that served to entrench racial discrimination in the form of apartheid. Similarly, candidates may discuss the emergence of the independence movement in India and the impact of events such as the Jallianwala Bagh (Amritsar) massacre, which highlighted a disregard for the population, and which may have been racially inspired. Haiti, where racial issues were central, is also appropriate, as although the revolution predated the timeframe, it achieved independence in 1804. Other relevant factors to be discussed may include the imposition of sanctions or the use of force by either the supporters or opponents of independence, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. Discuss the responses to challenges faced in the first ten years of **one** independent state.

The question requires that candidates offer a considered and balanced review of the responses to challenges faced in the first ten years of one independent state. Responses to be discussed may predate or extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may discuss the outbreak of civil war as a response to ethnic divisions in post-independent Nigeria. In Indonesia, Sukarno's use of religious identity to garner support may be evaluated, along with the use of force and the imposition of "guided democracy". The response of Dom Pedro I to regional opposition in Brazil may be discussed including, for example, his attempts to prevent secession. A discussion of the responses to challenges facing the newly independent Czechoslovakia or other Secessionist states post-1918 would also be relevant, as would responses within the post-USSR states in Europe or Central Asia. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

17. Examine the significance of leaders in the emergence of **two** democratic states, each chosen from a different region.

The question requires that candidates consider the interrelationship between the significance of leaders and the emergence of democratic states. The two states must be from different regions. The focus is likely to be on the significance of leaders in terms of ideology, strategy (violent or non-violent methods) and political acumen. More than one leader in each of the states may be studied. There may be examination of the significance of Cavour and Victor Emmanuel in extending democracy from Piedmont into an emerging independent Italy; in Ghana Nkrumah, the spearhead of the independence campaign, worked with the British to implement a plan for independence. The significance of Gandhi (who transformed the independence struggle into a mass movement) and Nehru (who established the principles underpinning the new Indian state and worked with the British leading up to independence) in India may be examined. Candidates may examine the ideological inspiration and martyrdom of Marti in Cuba. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. Examine the impact of democracy on the culture of **two** democratic states.

The question requires that candidates consider the interrelationship between democracy and culture in two democratic states. The two states may or may not be from the same region. Candidates may examine the culture of Weimar Germany and the coinciding of a period of radical experimentation in the arts with the introduction of a fully democratic state. In Japan, the expansion of democratic institutions during the 1920s led to an increased openness to Western fashions and culture. Candidates may argue that during the early years of Nasser's presidency in Egypt there was a flourishing film industry that reflected changes to the role of women. Other interrelationships may be considered, such as the reduction of the voting age in some states impacting media content or the perceived need to educate the newly enfranchised impacting, for example, the policies of the BBC during the 1930s. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 10: Authoritarian states (20th century)

19. “Weak political systems were the most significant factor in the emergence of authoritarian states.” Discuss with reference to **two** states.

The question requires that candidates offer a considered and balanced review of the statement that weak political systems were the most significant factor in the emergence of authoritarian states. Candidates may identify weak political systems as those that lacked political stability and resulted in continuous changes. They may discuss governments that failed to reach consensus and gain permanency, thus preventing the implementation of policies. This scenario may have driven politicians to focus on negotiating alliances instead of addressing social or economic problems, causing further discontent. Appropriate examples may include Liberal Italy, the Second Republic in Spain, and Weimar Germany. Weak political systems may also be identified as those manipulated to preserve a corrupt government in place. Candidates may discuss governments that exhibited widespread corruption, such as Batista’s or Farouk’s, and whether this may have resulted in the emergence of contenders for power. Other relevant factors may be addressed, for example economic factors, social division, and the impact of war, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. Evaluate the impact of social policies in **two** authoritarian states.

The question requires that candidates make an appraisal of social policies, weighing up their strengths and limitations/importance or otherwise. Candidates may wish to discuss what is meant by impact. In this respect, they may choose to focus on overall results, or the extent to which policy aims were achieved. Candidates may evaluate policies that were widely implemented, such as healthcare in Cuba where infant mortality rate decreased from 87/1000 in 1960 to 18.5/1000 by 1981. Conversely, candidates may wish to discuss social reforms with partial impact. For example, China’s 1954 constitution recognized men and women as equal, and reforms proved successful in inserting women into the labour force. However, women had to shoulder domestic chores, and failed to gain equal political representation. Candidates may also comment on the difficulty of assessing the impact of social policies, such as the promotion of state atheism, where sectors of the population may have conformed rather than commit to the ideology. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Topic 11: Causes and effects of 20th century wars

21. Compare and contrast the long-term causes of **two wars.**

The question requires that candidates give an account of the similarities and differences between the long-term causes of two wars, referring to both throughout. There does not need to be an equal number of each. The two wars may or may not be chosen from the same region. Causes may predate or extend beyond the timeframe, but must be clearly linked to twentieth century war. It should be noted that different theatres of war in either the First World War or the Second World War may not be considered as two separate wars. Even so, both world wars will be popular choices and candidates may compare and contrast factors such as nationalism, expansionist policies and ideologies that may have caused one or both wars. Other relevant examples would be the Korean War with long-term causes dating back to the end of the Second World War or the Algerian War of Independence with long-term causes dating back beyond the First World War. A comparison of the long-term causes of the Spanish Civil War or the Chinese Civil War would also be appropriate.

22. Examine the impact of foreign powers on the outcome of **two civil wars.**

The question requires that candidates consider the interrelationship between the impact of foreign powers and the outcome of two civil wars. The wars may or may not be chosen from different regions. The outcome of one or both wars may extend beyond the timeframe, but must be clearly linked to the issue raised in the question. Candidates may refer to the involvement of Italy, Germany and the USSR in the Spanish Civil War and evaluate how far this impacted the outcome. The involvement of the UN forces and China during the Korean War and their impact on the outcome may be examined. An examination of the impact of the UN and of neighbouring states such as Uganda and the Democratic Republic of the Congo on the outcome of the Rwandan Civil War would be appropriate, as would an examination of the impact of NATO, Serbia and Croatia on the outcome of the Bosnian War. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

23. “Fear, rather than aggression, was the main cause of superpower rivalry between 1943 and 1949.”
To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that fear, rather than aggression, was the main cause of superpower rivalry between 1943 and 1949. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. There may be discussion of Stalin’s fear of a reunited, revived Germany, as being partly responsible for the Berlin Blockade. Russian fears of US expansion into Europe were also heightened by the Truman Doctrine and the Marshall Plan. US fears may have been stoked by Kennan’s Long Telegram, which greatly influenced American diplomacy. Russian actions in Eastern Europe, which were arguably in contravention of promises made at Yalta, were regarded by the US as aggressive; however, the USSR was shattered by war, and arguably more motivated by fear. There may be discussion of the impact of the US lead in nuclear weaponry and the failure of the Baruch Plan. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. Examine the economic impact of the Cold War on **two** countries, each chosen from a different region.

The question requires that candidates consider the interrelationship between the Cold War and the economies of two countries. The two countries must be from different regions. Candidates may refer to economies before the timeframe, but only in order to place change during the Cold War in context. There may be examination of the impact of defence spending in the US, which brought economic boom to some states, and a rise in the budget deficit in the 1980s. Examination of the impact on the Russian economy may focus on the arms race, which may have partly caused the USSR’s collapse. Cold War fears may have influenced the American economic reconstruction of Japan, and the trade embargo on Cuba, which, turned to the USSR for subsidies. Cold War tensions may have prompted Russian investment in the developing world, for example in India and Egypt, and policy towards the economies of the Soviet bloc. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.
