

# Markscheme

**May 2022**

**History**

**Higher and Standard level**

**Paper 2**

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**Markbands for paper 2**

| Marks | Level descriptor   |
|-------|--|
| 13–15 | <p>Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured and effectively organized.</p> <p>Knowledge of the world history topic is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts.</p> <p>The examples that the candidate chooses to discuss are appropriate and relevant, and are used effectively to support the analysis/evaluation. The response makes effective links and/or comparisons (as appropriate to the question).</p> <p>The response contains clear and coherent critical analysis. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. All, or nearly all, of the main points are substantiated, and the response argues to a consistent conclusion.</p> |
| 10–12 | <p>The demands of the question are understood and addressed. Answers are generally well structured and organized, although there is some repetition or lack of clarity in places.</p> <p>Knowledge of the world history topic is mostly accurate and relevant. Events are placed in their historical context, and there is some understanding of historical concepts.</p> <p>The examples that the candidate chooses to discuss are appropriate and relevant, and are used to support the analysis/evaluation. The response makes effective links and/or comparisons (as appropriate to the question).</p> <p>The response contains critical analysis, which is mainly clear and coherent. There is some awareness and evaluation of different perspectives. Most of the main points are substantiated and the response argues to a consistent conclusion.</p>   |
| 7–9   | <p>The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach.</p> <p>Knowledge of the world history topic is 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. Examine changes in social structures and systems in **two** societies.

The question requires that candidates consider changes in social structures and systems in two societies. The two societies may or may not come from the same region. Changes may extend beyond the timeframe, but they must be clearly linked to the issue raised by the question. There may be examination of the role of women in, for example, Song China, where foot-binding and concubinage became common. Candidates may examine the growth of city states, and a prosperous merchant class, on the east African coast, and the formation of Swahili culture. The impact of the Black Death and the growth and decline of feudalism in Western European society may be examined. Some societies, such as the Aztecs, became less itinerant. Candidates may also examine urbanization in China, where a new scholarly and bureaucratic elite emerged, and the development of the caste system in India. 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. "Wars had limited long-term political impact." With reference to **two** wars in the period 750–1500, to what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that wars had limited long-term political impact. The two wars may or may not be from the same region. Candidates may offer equal coverage of both wars or they may prioritize their assessment of one over the other. However, both wars will be a feature of the response. Candidates may disagree with the statement and focus on wars with significant long-term political impact via the annexation by foreign powers or via the achievement of independence. Appropriate examples may include the defeat of the Byzantine Empire in 1453, or the First War of Scottish Independence. Candidates may also discuss civil wars, such as the First Barons' War or the Red Turban Rebellion, and consider their long-term political impact for rulers. Conversely, candidates may agree with the statement and consider limited political changes, as seen in the Hundred Years' War where the House of Valois retained the French crown, or in wars of succession with contenders from the same lineage. 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 the 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 caroliennne* 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. Examine the effects of religious and secular law on the administration of **two** states, each chosen from a different region.

The question requires that candidates consider the interrelationship between religious and secular law and their effect on the administration of two states. The two states must be from different regions. Candidates may offer equal coverage of religious law and secular law, or they may prioritize their examination of one of them. However, both aspects will be a feature of the response. Whenever religious and secular law coexisted, candidates may wish to consider the clarity of their separation, and relative importance. Candidates may examine the effect of religious law on administration by focusing on mutual legitimization, or conversely on conflicts between rulers and religious leaders, as seen between Pope Innocent III and King John I over Stephen Langton. With regard to secular laws, candidates may wish to examine the effects of different types of laws on administration. Candidates may discuss traditional legal systems, such as Xeer law in Somalia, or uniform legal codes, such as the Mongol Yassa. It would be valid to consider the effects of secular law on administration by examining legal limits placed on governing bodies, for example the Magna Carta. 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 scientific and technological developments on **two** societies, each chosen from a different region.

The question requires that the candidates consider the interrelationships between scientific and technological developments and society. The two societies must be chosen from a different region. Candidates may refer to developments in navigation as well as marine technology, which impacted the economy of both Spain and Portugal. Developments in metallurgy and rocketry in Mughal India may be examined in relation to its struggle against the expansion of the East India Company. Also of relevance would be the economic impact of developments in the production and circulation of silver coinage. The developments of armaments and their use to enslave communities in Africa may be examined. In Europe, the development of the Gutenberg press, leading to the vastly increased availability of printed books, may be examined and the impact this had upon the spread of Protestantism. 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 the candidate 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 Kangxi 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. Compare and contrast the treatment of internal opposition in **two** states.

The question requires that candidates give an account of the similarities and differences between the treatment of internal opposition in two states, referring to both throughout. The two states may or may not be from the same region. Candidates may refer to military methods used to treat opposition, which was paramount in the case of the Inca Wars; in contrast, there may be reference to the complexities of Elizabeth I’s “middle way” or the combination of military force with negotiation (Diet of Worms) which characterized Charles V’s handling of the Lutheran princes. King Wegbaja of Dahomey subjugated rival tribes by extending royal land ownership, taxation of agricultural produce and primogeniture, while Akbar, having vanquished his opponents in battle, made matrimonial alliances and established religious toleration. The Manchus may have killed up to 25 million in defeating opposition in China but consolidated their rule by establishing the Confucian style of hierarchical government.



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

11. To what extent was foreign involvement the main factor which determined the outcome of **two** wars?

The question requires that candidates consider the merits or otherwise of the suggestion that foreign involvement was the main factor which determined the outcome of two wars. The two wars may or may not come from the same region. Candidates may appraise the influence of the Somalis and Portuguese who fought on opposite sides in the Ethiopian–Adal War (1529–1543) or the role of the English and the French in the Dutch War of Independence. Chinese aid to the Koreans was arguably vital to their resistance to the Japanese in the 1590s; candidates may also appraise the roles of the French and British intervention in the Beaver Wars of the late 17th century or the role of mercenaries, such as the Swiss, who fought in numerous European wars. Other relevant factors may be addressed, for example the quality of leadership, geographical factors, good or ill fortune, weaponry and tactics, and financial and military resources. 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 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.** Examine the impact of developments in energy and power on industrialization in **two** countries, each chosen from a different region.

The question requires that candidates consider the interrelationship between developments in energy and power and industrialization. The two countries must be from different regions. Candidates may consider the introduction of steam power during the First Industrial Revolution in relation to the impact of having an effective and cheap alternative to manual labour. Candidates may examine the links between the reduction in the price of goods, the increase in demand, and the impetus to industrialization. Candidates may also examine the impact of developments in gas and electricity in enabling mechanization, as well as in extension of working hours in better-lit factories. Similarly, the use of electricity to power telegraphs, telephones, radios and trams facilitated transport and communication in new industrialized urban centres. Candidates may consider the impact of developments in sources of energy in relation to the growth of possible markets for industrial goods. Automobiles, airplanes and ships made long-distance transport possible, facilitating global trade and thereby allowing industrialization to develop further. 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. “Violent methods were essential to the achievement of independence.” Discuss with reference to **two** states.

The question requires that candidates offer a considered and balanced review of the statement that violent methods were essential to the achievement of independence. The two states may or may not be from the same region. Events 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 Hungarian Revolution of 1848 and how this was to influence the Historic Compromise of 1867 that elevated the role of Hungary within the Austrian Empire. The formation of guerrilla bands in post-UDI Rhodesia may also be discussed and linked to the achievement of independence in 1980. The failure of Cuban nationalists to achieve independence prior to the Spanish–American War of 1898 may also be discussed to support the statement. The impact of non-violence as a method to push forward the campaign for independence in India may be discussed as might the granting of independence to colonies such as Nigeria or Ghana, which was influenced by the changing views of the state and society. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 17.** Compare and contrast the role of leaders in the emergence of **two** democratic states.

The question requires that candidates give an account of the similarities and differences between the role of leaders in the emergence of two states, referring to both throughout. The two states may or may not be from the same region. In India, Mahatma Gandhi's civil disobedience campaigns were built upon by Jawaharlal Nehru, who laid down the principles which guided the new state, including secularism and equality before the law. In Japan after the Second World War, the role of the occupying power, and therefore MacArthur, was key in the emergence of democracy in the form of a new constitution, underpinned by, for example, educational reform and female suffrage. Similarly, the role of the leaders of the victorious powers in 1945 was central to the establishment of West German democracy, while domestic politicians such as Adenauer played their part. Comparison or contrast with the role of leaders such as Mandela and de Klerk, who brought about the emergence of a more democratic state in South Africa, would be relevant.

- 18.** Examine the impact of domestic crises on the development of **two** democratic states, each chosen from a different region.

The question requires that candidates consider the interrelationship between domestic crises and the development of two democratic states that must be chosen from different regions. Candidates may examine the impact on Weimar Germany of the crises of 1919 and 1920, when the new democracy was confronted with violence from the Left and then the Right. The impact of the economic crisis of 1923 and 1929 may also be examined and arguments posited as to how these impacted the development of the state. Similarly, the impact of the 1929 economic crisis on Japan may be examined and linked to expansionist policies that may be linked to the growing influence of the military on the state. The policies introduced and applied by the newly democratic Republic of South Africa to address economic problems and the legacy of apartheid may also be examined. 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 and cultural policies in **one** authoritarian state.

The question requires that candidates make an appraisal of social and cultural policies, weighing up their strengths and limitations or otherwise. Candidates may offer equal coverage of social and cultural policies, or they may prioritize their evaluation of one over the other. However, both aspects will be a feature of the response. Candidates may evaluate the impact of social policies that had significant impact such as the Literacy Campaign in Cuba. Conversely, candidates may wish to evaluate social reforms with uneven impact. For example, China’s 1950 Marriage Law forbade arranged marriages and concubinage, yet these restrictions were often ignored in rural areas. It would be valid for candidates to comment on the difficulty of appraising the real impact of social policies, such as compulsory youth groups, where participants may have outwardly conformed. The role of censorship and control of the arts, such as Nyerere’s ban on foreign music, may also provide material for discussion. Candidates may also consider the extent to which artists embraced states themes such as Stalin’s Socialist Realism, or Nasser’s Pan-Arabism and Anti-imperialism. Candidates may propose that while policies may not have achieved social and cultural targets, they may have met political objectives, such as China’s Cultural Revolution. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

### Topic 11: Causes and effects of 20<sup>th</sup> 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.** Evaluate the impact of guerrilla warfare on the outcome of **two** wars.

The question requires that candidates make an appraisal of the impact of guerrilla warfare on the outcome of two wars. The wars may or may not be chosen from a different region. The outcome of the wars may extend beyond the timeframe of the question, but evaluation must be clearly linked to the issues raised in the question. Candidates may evaluate the impact of guerrilla warfare in German East Africa during the First World War which, despite extending beyond the armistice of November 1918, did not change the outcome of the war. The impact of the Vietminh on the outcome of the First Indochinese War may be evaluated or that of the National Liberation Front (Viet Cong) on the outcome of the Vietnam War. The role of partisans in different theatres during the Second World War may be evaluated and linked to regional outcomes. 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.

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