

# Markscheme

November 2020

History

Higher level 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. Evaluate the impact of developments in science and technology on **one** society.

The question requires that candidates make an appraisal of science and technology, weighing up the strengths and limitations or otherwise of their impact on one society. There may be equal coverage of both science and technology, or one may be prioritized over the other, but both aspects will feature in the response. Candidates may refer to medical advancements made during the 'Abbasid Empire or the impact that the development of the astrolabe, for example, had on trade. The study of Euclidian geometry during the early Renaissance may be mentioned as well as the invention of tidal mills and wooden ploughs during the Carolingian era. The development of typesetting in the Song dynasty in China enabled the printing of books. The advances in architecture in pre-Columbian America would also be relevant. The focus must remain on the impact such discoveries had upon the chosen society and these may include economic or social developments, advances in communications or improved agricultural yields. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

2. Examine the reasons for disputes between rulers and religious leaders in **two** societies, each chosen from a different region.

The question requires that candidates consider the interrelationship between rulers and religious leaders in two societies that must be chosen from different regions. There should be focus on disputes that arose between rulers and religious leaders and an examination of the reasons for these. Examples of disputes may include the following: the quarrel between Henry II of England and Archbishop Thomas Becket; the impact of Zen Confucianism and Buddhism on the emergence of the Shogunate that overshadowed the authority of the emperor in medieval Japan; the dispute over the succession to the Caliphate in Islam; or the impact the Avignon Papacy, also known as the Great Western Schism, had upon the allegiance of temporal rulers to Rome. The two societies chosen need not be contemporaneous and the focus should remain on the reasons for disputes. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

3. “The mobilization of human and economic resources was the most important factor in determining the outcome of wars.” Discuss with reference to **two** wars, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the statement that the mobilization of human and economic resources was the most important factor in determining the outcome of wars. The two wars must be from different regions. Responses will likely discuss economic mobilization via the acquisition of supplies (purchasing, requisition, or from rich territory) and/or the distribution of supplies including the maintenance of supply lines or efforts to limit the enemies’ access to resources. The Toluid Civil War may be used as an example. Methods to acquire financial capital including taxation and tribute are also appropriate examples, as are efforts to obtain resources from allies such as in the Byzantine–Seljuq Wars. Human mobilization could include both the mobilization of soldiers (via conscription, solicitation, hiring or ideological inducement) and/or the mobilization of the domestic population to support the war effort, for example the Crusades. Other relevant factors considered crucial in determining the outcome, may be addressed, for example leadership, tactics, strategy and organization. Candidates’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

4. Examine the short-term **and** long-term political consequences of **one** war.

The question requires that candidates consider the interrelationship between the short- and long-term political consequences of one war. The long-term consequences appraised may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Responses will likely include the transfer of political power in the short-term, such as in the Norman Conquest, and may go on to discuss the long-term political consequences of those changes. Attempts to address political divisions following civil wars including internal purges, such as following the Toluid Civil War, may also be discussed along with the long-term consequences of such divisions. The gain or loss of territory in the short term and the subsequent impact on the strength of the countries involved may also be considered, examples could include the Byzantine–Seljuq Wars (1048–1308) or the Hundred Years’ War (1337–1453), of which candidates may also elect to evaluate distinct periods. Candidates may also appraise the political consequences of the wars as they relate to relations between countries, shifting alliances and balance of power. Candidates’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

**Topic 3: Dynasties and rulers (750–1500)**

5. Examine the effects of religious and secular law on the governing institutions of **one** state.

The question requires that candidates consider the interrelationship between the effects of religious and secular law on the governing institutions of one state. These may include: a monarchy, a council of nobles, a caliphate, the court of an emperor or a judicial system and they may be either or both secular and religious. Reference may be made to the impact of changes to laws governing the taxation and inheritance of land in Norman England; the development and application of Sharia Law in the 'Abbasid dynasty; the development and application of customary law in the kingdom of Benin. For effects, candidates may consider rivalry that may have existed between institutions that promoted religious above secular laws or vice versa and how these may have impacted the evolution of governing institutions. A relative increase or reduction in the authority of the state or of a religious hierarchy may be considered or, for example, the impact such institutions may then have had upon the lives of subjects or religious communities. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

6. Evaluate the effectiveness of **two** rulers, each chosen from a different region, in resolving issues of succession.

The question requires that candidates make an appraisal of the effectiveness of two rulers, each chosen from a different region, in resolving issues of succession. Candidates need to identify clearly the nature of the issues: these may be linked to factors such as there being more than one heir to a kingdom or empire; the administration of a regency; or, alternatively, a challenge made due to the fitness or ability of an heir to defend or to expand territory. Candidates will need to evaluate the effectiveness of how these were resolved. Resolution may have been achieved through methods such as the custom of imprisoning or assassinating rivals in the Ottoman Empire; the resort to war as in the Wars of the Roses in England and the Tepanec War in the Aztec Empire. In Asia, the resolution of disputes over succession in the Song dynasty may be discussed. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

**Topic 4: Societies in transition (1400–1700)**

7. Discuss the impact of social **and** economic change on **either** minority **or** indigenous peoples in **one** society.

The question requires that candidates offer a considered and balanced review of the impact of social and economic change on either minority or indigenous peoples in one society. The impacts discussed may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. The economically motivated expansion of European populations to the Americas and the subsequent colonial empires will be likely examples of impacts on the indigenous populations. Candidates may discuss the brutal treatment of the indigenous populations including the establishment of the *encomienda* system. Similarly, the impact of economically motivated expansion on the minority African slave population may also be a frequent example. The experience of the Jewish population in Europe may also serve as an example of the impact of social and economic change on religious minorities. The changes resulting from the spread of Islam in western Africa and the Swahili Coast also offers an example. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. Evaluate the impact of cross-cultural exchange on **two** societies in transition.

The question requires that candidates make an appraisal of cross-cultural exchange on two societies in transition, weighing its impact on those societies. The two societies may or may not be from the same region. Impacts may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Responses may appraise the impact of intellectual and technological exchange on societies in transition, for example, the developments of the European Renaissance. Responses addressing the Renaissance may appraise the impact of the exchange of literature, art and theatre and will use specific examples to support the appraisal. The impact of religious exchange including the introduction of new ideas, forced conversion and missionary work, for example, in relation to the Reformation and European colonization of the New World will likely be popular. Responses may appraise the impact of societal exchange/social transfer including cultural blending and inter-societal family relationships. Candidates may appraise cross-cultural exchange as having had a positive or negative impact on the societies in question, depending upon the examples and perspective taken. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Topic 5: Early Modern states (1450–1789)**

9. Discuss the economic reasons for expansion by **two** Early Modern states, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the economic reasons for expansion by two Early Modern states. The two states must be from different regions. Reasons discussed may predate the timeframe, but they must be clearly linked to the issue raised in the question. Responses may consider expansion that was motivated by the desire to increase land holdings/territory, one example of which is the acquisition of natural resources including arable land. The expansion of the Ottoman and Safavid Empires and the early Qing dynasty may serve as examples. The role of joint-stock companies in the colonization of North America or the Spanish conquistadors' motivations to gain territory and resources will be common examples. Responses may also consider expansion that was driven by the desire to acquire additional population as a work force, for taxation or as a market for the sale of goods. Expansion which was motivated by the desire to gain economically strategic areas (for example ports, passes) would be another viable topic for discussion. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. "Resistance and rebellion had a significant impact on colonial rule." 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 resistance and rebellion had a significant impact on colonial rule. The two states may or may not be from the same region and the number of acts of resistance/rebellion for each state may vary. The impacts considered may extend beyond the timeframe, but they must be clearly linked to the question. Incidents of resistance and rebellion by the indigenous American peoples will likely be a common response, examples of which include the Rebellion of Túpac Amaru II and the First Indian War. Slave revolts throughout the Americas and the subsequent impact on the institution of slavery and colonial rule may also be discussed with examples including the St. John's Slave Rebellion and slave insurrection in Jamaica. Impacts of resistance and rebellion may include political change including in governance or to the legal system as well as economic impacts such as changes to taxation, property rights and labour management. Candidates may also consider states in which resistance and rebellion did not have a significant impact on colonial rule. 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. Evaluate the significance of religion as a cause of **two** wars, each chosen from a different region.

The question requires that candidates make an appraisal of the significance of religion as a cause of two wars, each chosen from a different region. There should be focus on religion and an evaluation of its significance as a causation of the chosen wars. In Europe, reference may be made to the divisions within the Christian Church as a cause of the Thirty Years' War or the War of the League of Cambrai against the Venetian Republic; the significance of Islam as a pretext for the expansion of the Ottoman Empire into Europe may be evaluated and how far this could be considered a "jihad". An evaluation of religion as the motivation for the conquistadors in the Americas or the expansion of the Mughal Empire in India would also be appropriate. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

12. "Land strategies were more important than sea strategies in determining the outcome of wars." Discuss with reference to **two** wars, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the argument that land strategies were more important than sea strategies in determining the outcome of two wars, each chosen from a different region. As the question refers to the outcome of the chosen wars, the outbreak may pre-date the timeframe. There may be reference to sea strategies such as the use of galleys and Venetian galleasses as platforms for battles between soldiers, as in the Battle of Lepanto, although this did not prevent the disbanding of the Holy League. The Wars of Spanish Succession would provide opportunities to discuss the relative importance of land and sea strategies. The use of both land and sea strategies in the Spanish and Portuguese conquests of the Americas and the Indies as well as the seizure of coastal ports along the West African seaboard to facilitate the transportation of slaves may be discussed. Candidates should consider both land and sea strategies but, depending on the wars chosen, may prioritize one over the other. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

13. Evaluate the significance of individuals to the origins of industrialization in **two** countries.

The question requires that candidates make an appraisal of the significance of individuals to the origins of industrialization, weighing up their importance or otherwise. The two countries may or may not be from the same region. Candidates may offer equal coverage of the number of individuals appraised from each country or they may vary the number selected. Additionally, the period of industrialization discussed from each country may not be contemporaneous. Candidates may appraise the significance of scientists in contributing to new discoveries and theories, for example James Watt; business owners such as Matthew Boulton or Henry Ford; or entrepreneurs such as Richard Arkwright, who facilitated industrialization. Responses may appraise the significance of key political figures in enabling industrialization for example Mao attempting industrialization in the Great Leap Forward. Other individuals appraised could include those who moved, emigrated or otherwise transmitted their ideas to another country and therefore contributed to its industrialization, for example John Dickson's role in bringing the steam engine to Australia. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

14. Examine the impact of developments in transportation on the industrialization of **two** countries.

The question requires that candidates consider the interrelationship between developments in transportation and industrialization. The two countries may or may not be from the same region. Responses will likely consider the relationship between transportation and industrialization via the transportation of vital goods and materials. Candidates may also consider the role of transportation in the movement of workers to enable industrialization. The means of transportation discussed will vary depending on the state and time period considered and may include railways, canals, roads, ocean shipping, and airplanes. Developments in personal transportation vehicles may also be considered including the car, bicycle and motorcycle. Responses may also consider the development of one mode of transportation over time and the resulting impacts, for example the continuing improvement of the steam engine, railway engineering or improved road surface materials. Where industrialization was linked to militarization and/or imperialism, responses may also consider the impact of developments in transportation and their connection to military endeavours including the mobilization of troops and the transportation of vital resources. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

**Topic 8: Independence movements (1800–2000)**

- 15.** Discuss the importance of social **and** economic factors in the rise of **one** independence movement, up to the point of independence.

The question requires that candidates offer a considered and balanced review of the importance of social and economic factors to the rise of one independence movement up to point of independence. Reference may be made to the importance of economic factors such as the demand for greater control over income derived from the sale of natural resources such as oil; the demand for greater equal opportunities for employment and promotion; or reforms to unfair taxation. For social factors, candidates may consider the importance of the demand for religious equality; a recognition of linguistic or cultural identity; reforms to allow greater access to secondary and higher education; or the impact that the spread of nationalism had as a popular ideology. Examples may include independence movements in the former European or Japanese overseas empires or those that emerged within the Austrian or Russian Empires. Candidates must discuss the relative importance of social and economic factors upon the rise of the chosen independence movements. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

- 16.** Discuss the effectiveness of responses to political problems during the first ten years of independence in **two** states, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of how effectively two states, each chosen from a different region, responded to political problems during the first ten years of independence. Candidates may refer to problems relating to the application of a constitution or the functioning of a democratic system. Similarly, problems arising out of the extension of suffrage or out of ideological challenges that may have confronted the newly independent states may be discussed. Examples may include conflict arising from the political problems following the division of Kashmir in the years following the independence of India; the accommodation of US influence on the political structure of the newly independent Cuba; the suppression of ideological challenges to the Sukarno presidency in Indonesia; the resort to civil war in Nigeria in response to disputes over the political process following independence. Candidates must clearly identify the link between the political challenges and the response of the newly independent states. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

17. Evaluate the success of suffrage movements in extending democracy in **two** states.

The question requires that candidates make an appraisal of the success of suffrage movements, weighing up their success or otherwise in extending democracy in two states. The two states may or may not be from the same region. Candidates will likely refer to the extension of suffrage based on gender and may appraise the failures of female suffrage campaigns in the 19<sup>th</sup> century. Candidates will also likely appraise campaigns which focused on removing economic barriers to suffrage and the political reforms which resulted from these movements. Examples may include the Chartists and the British Reform Acts. The evolution of attempts to extend suffrage to particular groups and the means by which those efforts were frustrated and, in some cases, overcome are also appropriate. For example, the 15th Amendment to the United States Constitution in 1870 was not applied fully until the Voting Rights Act of 1965. Responses will likely appraise the impact of suffrage campaigns on the extension of democracy, including constitutional amendments and changes to voting districts and practices. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

18. To what extent were education and social welfare policies successful in achieving their aims in **one** democratic state?

The question requires that candidates consider the merits or otherwise of the suggestion that education and social welfare policies were successful in achieving their aims. Candidates may offer equal coverage of education and social welfare, or they may prioritize their assessment of one policy. However, both aspects will be a feature of the response. Candidates must refer to the aims of education and social welfare policies in their selected state, for example, the objectives of the National Policy on Education in India and the Medicare programme in the United States. In appraising the extent to which education policies achieved their aims, responses may consider whether the policies met pre-set targets, improved exam performance or increased citizen participation in the democratic process. In considering the extent to which social welfare policies achieved their aims, candidates may refer to a wide range of factors including improvements in overall health, standards of living, by either internal or external measures, or employment. Candidates may argue that one type of policy was more successful than the other or may pose the argument that success in these areas was interconnected. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

**Topic 10: Authoritarian states (20th century)**

19. Compare and contrast the use of force in the maintenance of power in **two** authoritarian states.

The question requires that candidates give an account of the similarities and differences between the use of force in the maintenance of power in two authoritarian states referring to both throughout. The two states may or may not be from the same region. Candidates may compare and contrast the use of force as a tool to maintain authority within the state, for example, Mao's use of the Cultural Revolution as a tool to eliminate opposition inside and outside of the ruling party with Lenin's use of the Cheka that was intended to target only counter-revolutionaries. Candidates may compare and contrast the use of force in isolated incidents, such as the use of political assassinations by Pinochet or in mass campaigns such as the purges under Stalin. Candidates will also likely compare and contrast the use of secret police forces in authoritarian states or agencies such as the OVRA in Italy. Candidates may compare and contrast the use of force to maintain power by individual leaders or refer, more broadly, to the use of force within authoritarian states. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

20. "Authoritarian states had total control over the population." 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 authoritarian states had total control over the population. The two states may or may not be from the same region. Responses will address the extent to which states were successful and/or unsuccessful in achieving full control. Candidates may refer to the extent to which political methods were effectively used by Nazi Germany to maintain authoritarian control, such as changing the political structure, instituting new laws, the purging of civil servants and banning opposition parties. Other possible themes include the use of social policies including the regulation of education, youth groups, religion, marriage, divorce and the use of economic policies to mobilize the population and to achieve ideological aims such as Mao's establishment of communes. Candidates may also consider the use of force, secret police, terror and other violent methods such as in Stalin's purges or the role and effectiveness of propaganda in the achievement of authoritarian control. Candidates may challenge the statement by referring to opposition to the regime such as the existence of opposition groups during Castro's rule. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

21. “Territorial disputes were the main cause of wars.” Discuss with reference to **two** wars, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the role of territorial disputes in causing two 20th-century wars, each chosen from a different region. Candidates may refer to disputes over borders; rival claims to colonial territory; competition over access to resource-rich territory; the desire to recover lands lost in the settlement of previous conflicts. Examples may include French *revanchism* as a cause of the First World War; the Japanese occupation of China that led to the Second World War in Asia and the Pacific; the dispute over borders leading to the Italo-Abyssinian War and also the Chaco War in Latin America; or the secession of resource-rich Katanga as a cause of the Congolese civil war. Candidates must clearly identify the link between the territorial dispute and the causes of the wars chosen as examples and it is important to note that this must remain the focus of the question, although other relevant causes may be mentioned. These may include causes such as ideology as for expansion; demands for self-determination; and opportunism. Candidates’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

22. Discuss the impact of the mobilization of human and economic resources on the outcome of **two** wars.

The question requires that candidates offer a considered and balanced review of the impact of the mobilization of human and economic resources on the outcome of two wars. For human resources, candidates may consider the conscription of adult males; the conscription of women to replace men in the workforce. For economic resources, candidates may refer to government control over resources and production; the sale of war bonds; the rationing of food in order to supply both the Home Front and the military. Both world wars may be used as examples although different theatres in the First or Second World War may not be used as different wars. Alternatively, candidates may consider other factors that may have been more important in impacting the outcome of the chosen wars, for example, a war may have been won because of superior strategies; the impact of charismatic leadership on morale and unity; or the use of more effective technology. The focus, however, must remain on the mobilization of human and economic resources. Candidates’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

- 23.** To what extent was the arms race the most important reason for the end of the Cold War (1980–1991)?

The question requires that candidates consider the merits or otherwise of the suggestion that the arms race was the most important reason for the end of the Cold War between 1980 and 1991. Candidates may refer to the Second Cold War during the early 1980s that resulted when the US increased its defence spending and invested in researching technology for the Strategic Defence Initiative (SDI). This coincided with a weakening economy in the USSR, exacerbated by falling oil prices and the cost of the Soviet–Afghan War. When Gorbachev became General Secretary, he looked for ways to reduce defence costs. Arguably, this led to arms reduction treaties and the end of the Cold War. Candidates may challenge the argument by claiming that the political and economic consequences of Gorbachev’s reforms within the USSR or the collapse of the Eastern Bloc were of equal or greater importance than the arms race in ending the Cold War. Candidates’ opinions and 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 examine the interrelationship between the Cold War and the economy of two countries, each chosen from a different region. Candidates may focus upon the impact of the Cold War upon the economies of US, the USSR and/or China and so consider the cost of the arms race; the need to provide aid to countries within their sphere of influence; and the cost of financial or military aid provided when proxy wars were being fought. For countries within the orbit of the superpowers, candidates may consider trade agreements; loans or investment in industrialization or infrastructure; pressure to adopt central planning or a free market system; and the pressure to increase expenditure on arms. Examples may include the economic impact on Cuba of aid from the USSR, as well as its withdrawal; or the economic dependence, both positive and negative, of many Latin American countries on the US. Candidates may consider both the advantages and the disadvantages of being within the economic sphere of a superpower. Candidates’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

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