

# Markscheme

**May 2021**

**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. Evaluate the impact of population change on **two** societies, each from a different region.

The question requires that candidates make an appraisal of the impact of population growth, weighing up its importance or otherwise. The two societies must be from different regions. Impact may extend beyond the timeframe of the question, but it must be clearly linked to the issue raised. Candidates may offer equal coverage of the two societies or they may prioritize discussion of one of them. However, both societies will be a feature of the response. Candidates may argue that population growth stimulated agricultural efficiency, for example improved axes and ploughs in Europe, and economic growth, in places such as Song China, by generating larger markets for goods and providing cheap labour. In some areas, urban (for example the Flemish towns) and long-distance migration (for example Bantu expansion) resulted. There may be evaluation of the social and economic impact of the Black Death, in the long and short term. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. Compare and contrast the impact of developments in science and technology on **two** societies, each chosen from a different region.

The question requires that candidates give an account of the similarities and differences between the impact of developments in science and technology in two societies, referring to both throughout. There does not need to be an equal number of each. The two societies must be from different regions. Impact may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Candidates may refer to the impact of agricultural technology, such as ploughs; the technology of production, such as water and windmills; and maritime technology such as ship-building and navigational equipment. They may refer to the impact of the Islamic scientific revolution, in, for example, medicine and mathematics and its spread into other societies such as India; they may also refer to the slow transmission of advanced technology from China such as paper-making and the printing press.

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

3. “The most important causes of wars in the period 750–1500 were political.” With reference to **two** wars, to what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the most important causes of wars in this period were political. The two wars 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 offer equal coverage of both wars or they may prioritize their assessment of one of them. However, both wars will be a feature of the response. When discussing political causes candidates may refer to succession and/or dynastic disputes, for example Ariq Boke’s challenge to Kublai Khan; or the role of an empire’s decline in encouraging its neighbour’s expansionist ambitions, for example, the Seljuk Turks’ excursions into the Byzantine Empire during the 11th century. Other relevant factors such as economic or religious factors may be addressed, but with a focus on the issue in the question. Candidates may note that wars are often caused by a combination of these factors, as in the case of the First Crusade. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. “Wars in the period 750–1500 resulted in significant boundary and dynastic changes.” 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 wars in this period resulted in significant boundary and dynastic changes. The two wars must be from different regions. Changes may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of both wars or they may prioritize their discussion of one of them. However, both wars will be a feature of the response. Candidates may discuss territorial and dynastic changes resulting from invasions, as in the case of the Crusades or the Norman Conquest. Candidates may also discuss the permanency of changes, as in the case of the Hundred Years War, in which the French crown returned to the Valois; or the extent of the change in wars of succession where control shifted between contenders with the same lineage, for example the ‘Abassid Civil War. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

5. Evaluate the methods of government and administration of **two** rulers, each from a different region.

The question requires that candidates make an appraisal of the methods of government and administration of two rulers. The two rulers must be from different regions. Candidates may offer equal coverage of both rulers or they may prioritize their discussion of one of them. However, both rulers will be a feature of the response. Candidates may refer to models of government and to the extent of the centralisation of power with a large bureaucracy, for example the Song dynasty; or a decentralised system with powerful private individuals appointed by the ruler, for example Shogunate Japan. Candidates may refer to the limits to royal power, for example Magna Carta in England or *Cortes* in Spain. They may also evaluate the use of detailed records of wealth transfer or the use of a census system, as used by the Mongols. Other relevant factors may be evaluated, for example the use of tools for unification (roads, a common language or state religion), but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. With reference to **two** rulers, compare and contrast the methods used to address external challenges to their power.

The question requires that candidates give an account of the similarities and differences between two rulers in terms of the methods used to address external challenges to their power, referring to both rulers 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 fortification of borders and/or protection of territories from encroaching states, as experienced by Abd al-Rahman III who pacified borders with Christian Spain and Northern Africa, or Baibars who fought off the Mongol threat. Candidates may also refer to the creation of military alliances against a common enemy (for example Itzcoatl with the Aztec Triple Alliance), or the formation of trade systems which promoted regional hegemony. Other relevant factors may be addressed, for example internal steps taken to raise or finance an army and unify an empire, as well as to reduce opposition, but with a focus on the issue raised in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

7. Evaluate the importance of population expansion and movements as causes of change in **two** societies, each chosen from a different region.

The question requires that candidates make an appraisal of the importance of population expansion and movements as causes of change in two societies, weighing up their importance or otherwise. The two societies must be from different regions. Candidates may offer equal coverage of the two societies or they may prioritize their evaluation of one of them. However, both societies will be a feature of the response. Candidates may refer to increasing numbers of people who could not be supported by their families (notably non-inheriting sons) as a consequence of population expansion; this may have stimulated movement into towns and cities (such as Naples and London), which, in turn, affected mortality and poverty rates. Population expansion may have also promoted movement to the Americas. It may, by increasing the size of markets and providing cheap labour, have stimulated economic activity, for example in Edo Japan; expansion improved agricultural techniques, for example, agrarian reform and improved irrigation systems in Mughal India. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. Discuss the social impact of scientific and technological developments on **two** societies.

The question requires that candidates offer a considered and balanced review of the social impact of scientific and technological developments. The two societies may or may not be from the same region. The social impact may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of the two societies or they may prioritize their discussion of one of them. However, both societies will be a feature of the response. Candidates may refer to the development of navigation and cartography and discuss their impact on European, African or native societies. They may refer to the Copernican revolution and the renovation of the scientific method. Candidates may refer to the development of agriculture technologies and its impact on social or political groups, for example the use of *andenes* (terraces) and the Inca society. Candidates could discuss the development of anatomy or medicine and their impact on beliefs about health, the body and religion. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

9. “The most important reasons for the territorial expansion of Early Modern states were religious.”  
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 the most important reasons for territorial expansion were religious. The two states may or may not be from the same region. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of states or they may prioritize their assessment of one of them. However, both states will be a feature of the response.

Candidates may refer to a desire to evangelize, for example the conversion of the indigenous people in Hispanic America. They may refer to the links between religion and political power as a reason for the expansion, for example the Ottoman Empire. They may also refer to the lack of religious tolerance as a reason for expansion, for example the establishment of some British colonies in North America. Other relevant factors may be addressed, for example economic reasons or the competition among the states, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. With reference to **one** Early Modern state, discuss the challenges to its power and how successfully they were overcome.

The question requires that candidates offer a considered and balanced review of the challenges to the power of one Early Modern state and how successfully they were overcome. Challenges may predate the timeframe but they must be clearly linked to the issue raised in the question.

Candidates may refer to political challenges in limiting the power of a king or emperor, for example, the challenge of the Shogun to the Emperor in the Tokugawa Shogunate. They may refer to religious challenges, for example the conflicts between Emperor Charles V and the Lutheran princes in the Holy Roman Empire. Wars or rebellions can also be considered, for example Hindu rebellions in the Mughal Empire or the war between Huascar and Atahualpa. They may refer to economic issues, for example the slave trade and the power of the Oba in the Benin Empire. In the chosen state candidates will discuss how successfully challenges were overcome. Other factors may be addressed, for example issues after the conquest of new lands. 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. “The most important causes of Early Modern wars were political.” With reference to **two** wars, to what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the most important causes of Early Modern wars were political. The two Early Modern wars 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 refer to the confrontation between imperial power and local power, for example, the Dutch War of Independence. They may refer to issues of succession, for example the Maratha Empire and the war between Sambhaji and Rajaram for the throne. They may consider the clashes over the nature of government as a political cause, for example the English Civil War. Other relevant factors may be addressed, for example territorial expansion, economic interests or religious reasons, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. “The most important effects of Early Modern wars were economic.” 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 most important effects of war were economic. The two wars must be from different regions. Effects may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of two wars or they may prioritize their assessment of one of them. However, both wars will be a feature of the response. Candidates may assess the effects of major wars such as the Thirty Years’ War (which devastated cities such as Magdeburg) or the Japanese invasions of Korea (which ruined agriculture); they may assess the impact of a colonial war, such as the Spanish Inca War, which resulted in depopulation and seizure of control over precious metal extraction. Candidates may argue that war did not always have a severe economic impact; for example, the Dutch Golden Age began well before the War of Independence had ended. Other relevant social, religious, political and territorial effects may be addressed, but with a focus on the question. Candidates’ opinions or 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 developments in energy and power to industrialization in **two** countries.

The question requires that candidates make an appraisal of developments in energy and power to industrialization to two countries, weighing up their importance or otherwise. The two countries may or may not be from the same region. Significance may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of both countries or they may prioritize their evaluation of one of them. However, both countries will be a feature of the response. Candidates may refer to the introduction of new developments, for example steam power, which provided an effective and cheap alternative to manual labour and enabled a reduction of prices. Candidates may also refer to advancements in gas and electricity, which made mechanization, extended working hours or the use of key items (for example telegraphs or trams) possible. Other factors may include exploitation of natural resources, transportation, mass production or communication. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. "Opposition to industrialization was limited." Discuss with reference to **two** countries, each from a different region.

The question requires that candidates offer a considered and balanced review of the statement that opposition to industrialization in two countries was limited. The two countries must be from different regions. Candidates may offer equal coverage of both countries, or they may prioritize their discussion of one of them. However, both countries will be a feature of the response. Candidates should identify the nature of opposition to industrialization and its extent. Candidates may refer to the growth in opposition as a result of, for example, changes in the composition of the workforce, declining working conditions, impact on urban centres or environmental concerns. Candidates may also comment on the growth or decline in opposition as a result of, for example, the introduction of legal reforms to safeguard workers, the changes in role and status of women, state support of industrialization, as well as growing local and global pressure to protect the environment. Other relevant factors may be addressed, for example the differences in the regions and periods of industrialization and their impact on the extent of opposition. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

15. Evaluate the role of war as a cause for the rise of **two** independence movements, each from a different region.

The question requires that candidates make an appraisal of the role of war as a cause of the rise of two independence movements, weighing up the importance or otherwise. The two independence movements must be from different regions. The war or wars may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of each independence movement, or they may prioritize their evaluation of one of them. However, both independence movements will be a feature of the response. Candidates may refer to the role of war in the colonial government and/or weakening the metropolitan power, for example, the relationship between the Spanish war against Napoleon and the Spanish–American independence movement. Other factors may be addressed, for example, the discontent with the colonial rule. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. Evaluate the factors, excluding leadership, that led to the success of **one** independence movement.

The question requires that candidates make an appraisal of the factors, excluding leadership, that led to the success of one independence movement, weighing up their strengths and importance or otherwise. Factors may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the role of nationalism in the success of the independence movement, for example, in the independence of Ireland. They may consider the weakness of the colonial power and appraise its importance, for example the situation of the Ottoman Empire and the independence of Greece. Candidates may argue the importance of military strategies or guerrillas for the success, for example in the Algerian War of Independence. They may refer to foreign interests and military or economic help, for example in the independence of Cuba. Other factors may include, for example racial, ethnic or religious conflicts. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

17. “Ideology was the most important influence on the evolution of democratic states.” Discuss with reference to **two** states, each from a different region.

The question requires that candidates offer a considered and balanced review of the statement that ideology was the most important influence on the evolution of democratic states. The two states must come from different regions. Candidates may offer equal coverage of the two states or prioritize their assessment of one of them. However, both states will be a feature of the response. Candidates may discuss the Weimar Republic, where a liberal constitution, protected civil liberties, promoted gender equality and encouraged artistic freedom. They may refer to Nehru’s India, which was guided by socialist economic policies, while also establishing liberal principles, such as freedom of speech; or South Africa, where socialist economic and social reform, it may be argued, was compromised by corruption and single-party domination. In Alfonsín’s Argentina, ideology played little part in the face of economic crisis. Other relevant factors, such as immigration, economic forces and foreign influences may be addressed, but with a focus on the issue raised in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. Evaluate the impact of changing social policies in **two** states, each chosen from a different region.

The question requires that candidates make an appraisal of the impact of changing social policies in two states, weighing up their importance or otherwise. The two states must be from different regions. The impact may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of the two states or they may prioritize their evaluation of one of them. However, both states will be a feature of the response. There may be evaluation of the impact of educational policies, such as the abandonment of selection into secondary education, broadening access to tertiary education or improving primary provision. There may be evaluation of the impact of policies towards women and the family, including abortion, marital rights, childcare provision, and access to paid work. There may be evaluation of healthcare provision and welfare, and the effectiveness with which poverty was addressed. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

19. “The treatment of opposition was the most important factor in the maintenance of power.” Discuss with reference to **two** authoritarian states, each from a different region.

The question requires that candidates offer a considered and balanced review of the statement that the treatment of opposition was the most important factor in the maintenance of power in two states. The two authoritarian states must be from different regions. Candidates may refer to the importance of eliminating opposition to avoid the rise of political rivals or to avoid controversy over domestic and international policies, for example Mao's Cultural Revolution or Stalin's Purges. Candidates may refer to the use of propaganda to turn the opposition into an enemy of the nation and reinforce the power of the government, for example in Hitler's propaganda against the KPD (German Communist Party). They may also refer to the importance of weakening sections of the military to avoid a coup, for example, in Sukarno's Indonesia. There may be discussion of the nature of and threat posed by opposition. Other relevant factors may be discussed, such as economic and social factors or the role of leadership, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. “Full authoritarian control could not be achieved.” With reference to **two** states, to what extent do you agree with this statement.

The question requires that candidates consider the extent to which full authoritarian control was or was not achieved in two states. The two states may or may not come from different regions. Candidates may offer equal coverage of the two states or they may prioritize their evaluation of one of them. However, both states will be a feature of the response. Candidates may assess the extent of rulers' constitutional power. In Germany, for example, Hitler could make laws without requiring the approval of a parliament or superior authority. There may be an assessment of the extent of the power of the security forces, such as the NKVD in the USSR, and whether the judiciary's independence had been removed. Candidates may assess the extent both of opposition and control over the media, culture, education and social activity. The impact of mass mobilisation, such as the Anti movements in China, may be assessed. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

21. “The most important causes of war were economic.” With reference to **two** wars, to what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the most important causes of two wars were economic. The wars may or may not come from the same region. Causes may predate the timeframe but they must be clearly related to the topic raised in the question. Candidates may offer equal coverage of both wars or they may prioritize their evaluation of one of them. However, both wars will be a feature of the response. Candidates may refer to wars which were a diversion from domestic economic difficulty, such as the Malvinas War (Falklands War). Nations may have been protecting or advancing their economic interests, for example British protection of Empire in 1914 and Russo–Japanese competition over Manchuria and Korea in 1905. Some civil wars, such as in Ireland and China, may partly have been caused by the economic disadvantage of sections of the population. Other relevant factors may be addressed, such as ideological, political and strategic factors, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. “Changes to the role and status of women as a result of war were limited.” Discuss with reference to **two** wars, each from a different region.

The question requires that candidates offer a considered and balanced review of the statement that changes to the role and status of women as a result of the war were limited. The two wars must be from different regions. Changes may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of both wars or they may prioritize their discussion of one of them. However, both wars will be a feature of the response. Candidates may refer to the static or changing roles assumed by women in the wartime or post-war economy. Candidates may choose a total war in which women replaced men or a limited war with little significant change. Candidates may also consider movements (such as the suffragettes) and the rights acquired in post-war periods. Candidates may propose that changes were neither long lasting nor uniformly experienced across social classes or geographic areas. 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. Evaluate the factors which led to detente between the US and USSR between 1971 and 1979.

The question requires that candidates make an appraisal of factors which contributed to détente between the US and USSR between 1971 and 1979, weighing up their importance or otherwise. Factors may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the financial benefits of reducing arms expenditure for a US drained by the Vietnam War and for a USSR that faced a stalled economy and weak satellite states. With regard to military factors, both countries were deeply aware of their nuclear capabilities (MAD: mutually assured destruction), and having achieved parity, were more prepared to discuss arms limitation. Candidates may also refer to political factors such as the US potential gain from the Sino–Soviet split by fostering separate relationships with both countries whilst driving them further apart; the Soviet wish to secure American recognition of the post-war borders of its satellite states; the impact of *Ostpolitik* which had relaxed tension in Europe and encouraged trade. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. Discuss the impact of **two** Cold War crises on superpower rivalry.

The question requires that candidates offer a considered and balanced review of the impact of two Cold War crises on superpower rivalry. The two crises may or may not be from the same region. Impact may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of both crises or they may prioritize their discussion of one of them. However, both crises will be a feature of the response. Candidates may refer to the impact of a Cold War crisis in positioning superpowers in opposing camps, for instance the Berlin Blockade. Candidates could discuss the impact of crises like Korea (1950) or Congo (1960–61) that brought the struggle to new regions, and/or involved the UN in Cold War tensions. It would be valid for candidates to discuss the different aspects of crisis, for example Cuba (1962) and refer to the negative impact of brinkmanship or to the compromise reached in Turkey. Other crises, like Hungary (1956) and Prague Spring (1968), provided an opportunity to discuss steps taken by a superpower to deal with perceived challenges to their influence and international reactions. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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