

# 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. Discuss the social and economic influence of religious institutions on **two** societies, each chosen from a different region.

The question requires that candidates offer a considered and balanced review of the social and economic influence of religious institutions on two societies. The two societies must be from different regions. Influence may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. 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 discuss educational impact, such as the support of education by Hindu religious endowments; the support of higher education by, for example, mosques in Cairo and Fez and by the Pope to Charles IV in Prague. Candidates may refer to economic activities, such as agriculture and construction, for example, in the great monastic estates of England and France. They may refer to the role of religious institutions in upholding traditional social relationships, such as marriage, and loyalty to social "superiors" and in tending to the sick and the poor. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

3. “Religion was the most important cause of wars in the period 750–1500.” 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 religious. 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. Candidates may consider the role of religious leaders in increasing tensions, for example Pope Urban II; the impetus to invasions provided by the promise of afterlife rewards; the need to secure prisoners for sacrifice by, for example, the Aztecs. Candidates may propose that in the case of some wars religious and political leadership are indivisible. Other relevant factors such as economic or political factors may be addressed, 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 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 administration and interpretation of law by **two** rulers, each chosen from a different region.

The question requires that candidates make an appraisal of the administration and interpretation of law by two rulers weighing up the strengths and limitations or otherwise. The two rulers must be from different regions. Candidates may offer equal coverage of both rulers or they may prioritize their evaluation of one of them. However, both rulers will be a feature of the response. Candidates may refer to origin of the law (for example tribal custom, accepted philosophy or religious guidelines) and evaluate the extent of its acceptance. Candidates may also evaluate, depending on the chosen examples, the impact of the creation of a comprehensive legal code; law in the form of several complementary texts, or a body of knowledge transmitted orally in societies with no writing system, as done by the Incas. Candidates may evaluate how the organisation of the law may have eased or hindered its administration and interpretation. Candidates may also discuss the uniformity in the application of the law and whether sanctions were applied consistently across different groups/classes by the ruler. Candidates may also evaluate, for example, whether some communities may have had some degree of autonomy in legal matters. 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. Compare and contrast the treatment of minority or indigenous peoples in **two** societies.

The question requires that candidates give an account of the similarities and differences between the treatment of minority or indigenous peoples, referring to both throughout. There does not need to be an equal number of each. Candidates may refer to the treatment of indigenous peoples in colonial societies in the Americas, such as the Aztecs and native American Indians; or to their treatment as a result of the expansion of a central power, such as in Ming China, which was dominated by a different ethnic group. Candidates may refer to the treatment of Jewish and Muslim minorities in Europe and the impact of the Reformation and Counter-Reformation. For example, the Reconquista saw discrimination against Muslims, while Protestant minorities migrated from Catholic dominated areas towards France and the Low Countries. In some societies, the treatment of minority or indigenous peoples changed little; for example, the spread of Islam in Africa was tolerant of indigenous faiths.

8. Evaluate the significance of **two** key intellectual/scientific figures, each chosen from a different region.

The question requires that candidates make an appraisal of the impact of two key intellectual/scientific figures, weighing up their significance or otherwise. The two figures 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 figures, or they may prioritize discussion of one of them. However, both figures will be a feature of the response. Candidates may refer to one important scientific figure who challenged the accepted knowledge of his time, for example Galileo or Copernicus. They may also refer to some intellectual figures that played a significant role in philosophy or literature, for example, Mulla Sadra and the development of the philosophies of the Islamic Golden Age or Wang Yang Ming and the “Yangming School of Mind” which became the dominant Confucian school in China. They may refer to the political impact of some intellectual figures, for example Machiavelli on Europe or Inca Garcilaso de la Vega on the indigenous elites of the Peruvian viceroyalty. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

9. Examine the impact of territorial expansion on the political organization of **two** Early Modern states.

The question requires that candidates consider the interrelationship between the impact of territorial expansion and political organization. The two Early Modern states may or may not be from the same region. The impact may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Candidates may refer to the attempts to centralize the political system or increase bureaucracy, for example, in the Spanish colonial system and the creation of new officials such as viceroys, *corregidores* or *visitadores*. They may also refer to the empowerment of some groups, for example the Emirs' power in the Ajuran Sultanate. Candidates may argue that some colonial empires gave some administrative independence to the colonies or provinces. Other aspects may be considered, for example changes in the social status of officials, 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 war were religious.” With reference to **two** Early Modern 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 religious. 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 of different religions such as Christianity and Islam; for example, candidates may appraise the role of religion in causing the Ottoman–Habsburg wars. They may refer to the emergence of Protestantism in various areas of Europe, for example, the Wars of Kappel and the confrontation between Protestant and Catholic cantons of the Old Swiss Confederacy. Candidates may argue that religious and political factors may combine in causing some wars, for example, the Eighty Years’ War, in which Calvinists in the Spanish Netherlands fought against the Catholic Emperor Philip II. Other relevant factors may be addressed, for example economics or political 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 social.” 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 social. 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 caused large-scale depopulation) or the Japanese invasions of Korea (which destroyed agricultural communities); they may assess the impact of a colonial war, such as the Spanish Inca War, which also resulted in depopulation and the expansion of an alien colonial class. Candidates may argue that war did not always have a severe social impact; for example, the Dutch “Golden Age”, with its burgeoning middle and merchant classes, began well before the War of Independence had ended. Other relevant economic, 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. “The exploitation of natural resources was the most significant contributor to industrialization.” Discuss with reference to **two** countries.

The question requires that candidates offer a considered and balanced review of the statement that the exploitation of natural resources was the most significant contributor to industrialization in two countries. The two countries may or may not be from the same region. 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 may discuss how the improvements in the exploitation and production of iron allowed countries such as Britain or Germany to make better use of their own resources; avoiding dependence on imports and facilitating the production of steel, leading to mass production. Advancements in the exploitation of coal and fossil fuels provided the means for transport and to power factories. Candidates may also discuss how the extraction and processing of timber at a larger scale helped construction and contributed to industrialization. Other relevant factors may be addressed, for example developments in energy and power, transportation, mass production or communication, but with a focus on the issue in the question. 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 importance of external factors in the growth of **two** independence movements, each from a different region.

The question requires that candidates make an appraisal of the importance of external factors in the growth of two independence movements, weighing up the strengths and importance or otherwise. The two independence movements must be from different regions. The external factors may predate the timeframe but they 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 movements will be a feature of the response. Candidates may appraise the importance of external military help as a factor in fostering independence, for example, the role of France and Britain in the independence of Greece. Candidates may also appraise the importance of external economic interests, for example, US interests in the independence of Cuba. They may also refer to the importance of Cold War in the independence movements, for example in Angola. 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. Evaluate the impact of foreign policy on the maintenance of power in **two** authoritarian states, each from a different region.

The question requires that candidates make an appraisal of the impact of foreign policy on the maintenance of power in two authoritarian states, weighing up its importance or otherwise. The two authoritarian states must be from different regions. Candidates may offer equal coverage of both authoritarian states, or they may prioritize their discussion of one of them. However, both states will be a feature of the response. Candidates may refer to the role of the authoritarian ruler defending national interests and its impact on their popularity, for example, the increase of Nasser's popularity after the Suez Crisis. They may also refer to the use of a foreign policy to unify the population around the regime, for example, Castro's confrontations against the US. Candidates may evaluate the impact of the Cold War, for example, Sukarno's relationship with the Soviet Union. They may also refer to the importance of wars, 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 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 two wars were political. The two wars may or may not come from the same region. Causes may predate the timeframe but must be clearly linked to the issue raised by the question. Candidates may offer equal coverage of the two 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 caused by disputes over politically important areas, for example the Balkans in 1914. Some civil wars, such as Irish Civil War, may have been caused, in part, by unequal political rights, or to eliminate political opposition (for example, the Russian Civil War), while others, such as the Nicaraguan Civil War, were an aspect of ideological Cold War conflict. Other relevant factors may be addressed, for example, economic causes, racial and/or religious tension, aggressive leadership or territorial ambition, but with a focus on the issue raised by 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 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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