

# Markscheme

November 2018

History

Higher level and standard level

Paper 2

15 pages

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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	Answers do not reach a standard described by the descriptors below.

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. Discuss the significance to intellectual development of **two** key individuals, each from a different region.

The question requires that candidates offer a considered and balanced review of the significance of two key individuals to intellectual development. While the two individuals must be from different regions, they may or may not have been contemporaries. A comparative approach may or may not be used. Candidates may refer to the individuals' significance in a variety of ways, for example, the proposal of new scientific theories or the contribution of inventions that affected the spread of knowledge. Discussion of their significance may extend beyond the timeframe provided there is a clear link back to the individual(s). While other relevant factors may be referred to, for example the wider advances in science and technology, the bulk of the response will remain on the issue raised in the question.

2. Evaluate the role of religious leaders in the government and administration of **two** states.

The question requires that candidates make an appraisal of the interrelationship between religious leaders and the government and administration of two states. The two states may or may not be from the same region and the events examined may or may not have been contemporaneous with each other. A comparative approach may or may not be used. Candidates may refer to the nature of religious leaders' roles and note, for example, if they were supporters of, and/or advisors to, the government, if they were critics who used their influence to bring about change, or if, perhaps, their actions directly influenced the structure and authority of the government or the administration of a state. While other relevant interrelationships may be considered—to provide context to, or commentary on, the significance of the role of religious leaders—the bulk of the response will remain on the role of religious leaders.

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

3. Discuss the role of territorial disputes in causing **two** medieval wars.

The question requires that candidates offer a considered and balanced review of the role of territorial disputes in causing two medieval wars. The two wars may or may not be from the same region and they may or may not have occurred at the same time. The territorial disputes discussed may predate the timeframe but they must be clearly linked to wars that took place between 750 and 1500. A comparative approach may or may not be used. Candidates may refer to conflict arising from attempts at territorial acquisition for strategic, economic or political purposes. While other relevant factors may be referred to, for example religious disputes or economic competition, the bulk of the response will remain on territorial disputes.

4. “Women made an important contribution to medieval wars.” Discuss with reference to **two** wars.

The question requires that candidates, referring to two wars, offer a considered and balanced review of the statement that women made an important contribution to medieval wars. The wars may or may not be from the same region and they may or may not have occurred at the same time. A comparative approach may or may not be used. Candidates may refer to women, collectively and/or individually, engaging in fighting (perhaps as leaders), becoming camp followers and/or substituting the role of male relatives, for example, serving as regents. While other relevant factors may be referred to, for example the role of leaders or the tactics used, the bulk of the response will remain on the importance of the contribution of women. Candidates may agree, partly agree or disagree with the statement.

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

5. Discuss the reasons why **two** rulers, each from a different region, expanded their power.

The question requires that candidates offer a considered and balanced review of the reasons why two rulers expanded their power. While the two rulers must be from different regions, they may or may not have been contemporaries. A comparative approach may or may not be used.

Candidates may refer to a ruler's need for increased authority over the population, to implement a doctrine of legitimacy and to secure the succession of their heirs. Alternatively, candidates may discuss why rulers expanded their power through the acquisition of new territory: to secure trading routes, to spread religious beliefs and to secure strategic locations such as ports or seaways.

6. Evaluate the importance of developments in the administration and interpretation of law in **two** dynasties/kingdoms.

The question requires that candidates make an appraisal of developments in the administration and interpretation of law in two dynasties/kingdoms, weighing up their strengths and limitations. The two dynasties/kingdoms may or may not be from the same region and the developments evaluated may or may not have occurred at the same time. The significance of the developments may extend beyond 1500, but they must be clearly linked to developments that occurred within the timeframe. A comparative approach may or may not be used. Candidates may refer to the importance of trial by jury, the establishment of courts of law, the compilation of a written code of justice and the training and employment of legal experts to administer the law. Both strengths and limitations must be clearly indicated but there does not need to be an equal number of/focus on each. While other relevant factors may be referred to, for example the methods of government or the role of personnel, the bulk of the response will remain on the issue raised in the question.

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

7. Compare and contrast the treatment of minorities in **two** societies.

The question requires that candidates give an account of the similarities and differences between two societies in terms of their treatment of minorities, referring to both societies throughout. The two societies may or may not be from the same region and the examples used for one society need not be contemporaneous with the examples used in the other. Candidates may refer to the enactment of laws to identify and oppress minority groups, restrictions on their settlement and religious intolerance. In one society or both societies assessed, minorities may have been treated well and examples may include privileges for minorities who had specific skills, benefits for religious minorities favoured by rulers and financial or political opportunities for minorities who provided military support. Both similarities and differences must be clearly indicated, but there does not need to be an equal focus on each.

8. “Religion was a support rather than a challenge to state authority.” Discuss with reference to **two** states.

The question requires that candidates offer a considered and balanced review of the ways in which religion supported and/or presented a challenge to two states. The two states may or may not be from the same region and the examples used in one state may or may not have been contemporaneous with those used in the other. A comparative approach may or may not be used. Candidates may refer to the provision of religious support for the legitimacy of a state, the fusion of religion and the state through law and institutions or support for expansion and conquest in the name of religion. Religion may be argued to have challenged one or both states in several ways, for example, by denying the legitimacy of a ruler or rousing popular opinion against the state through religious leaders and institutions. Candidates may agree, partly agree or disagree with the statement.

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

9. “Their successes outweighed their failures.” With reference to **two** rulers, each from a different region, to what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that rulers’ successes outweighed their failures. The two rulers must be from different regions but they may or may not have been contemporaries. Where relevant, the effects of a ruler’s successes and failures may extend beyond 1789, but these effects must be clearly linked to the actions of rulers from the given timeframe. A comparative approach may or may not be used. Candidates may refer to the success and/or failure of the rulers regarding issues such as treatment of opposition, confirmation of legitimacy, foreign policies, fiscal policies and military prowess (or lack thereof). Candidates may agree, partly agree or disagree with the statement.

10. Compare and contrast the treatment of opposition by **two** rulers, each from a different region.

The question requires that candidates give an account of the similarities and differences between two rulers in terms of their treatment of opposition, referring to both rulers throughout. The two rulers must be from different regions but they may or may not have been contemporaries. Candidates may refer to a variety of methods rulers may have used to deal with opposition and these may include imprisonment and/or execution of opponents, military action, the introduction of laws restricting privileges and/or freedoms, banishment into exile or the seizure of land owned by opponents. In some cases, candidates may suggest that rulers carried out pre-emptive strikes to stymie nascent opposition and/or to make examples of those who might seek to oppose the ruler. Both similarities and differences must be clearly indicated but there does not need to be an equal focus on each.



**Topic 6: Causes and effects of early modern wars (1500–1750)**

11. Evaluate the strategies that determined the outcome of **two** early modern wars.

The question requires that candidates make an appraisal of the strategies that determined the outcome of two early modern wars, weighing up the strengths and limitations of those strategies. The two wars may or may not be from the same region and they may or may not have occurred at the same time. A comparative approach may or may not be used. Candidates may refer to the use of infantry, cavalry, artillery, gunpowder technology, sieges and the utilization of superior geographic/maritime knowledge. Additionally, or alternatively, they may focus on fortifications, economic embargos or tariffs, alliances, logistics and supply.

12. “Peacemaking had limited success in the early modern period.” With reference to **two** examples, to what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that peacemaking had limited success in the early modern period. The two examples may or may not be from the same region and they may or may not have been contemporaneous with each other. Long-term effects, where they existed, may extend beyond 1750, but they must be clearly linked to peacemaking efforts that occurred within the timeframe. A comparative approach may or may not be used. Candidates may refer to the success or otherwise of peacemaking in ending conflicts, securing lasting peace, resolving the causes of conflict or whether the peace, ultimately, exacerbated tensions. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement.

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

13. Evaluate how important human **and** natural resources were to the industrialization of **one** country.

The question requires that candidates make an appraisal of the importance of human and natural resources, weighing up the significance or otherwise of each to the industrialization of one country. A comparative approach may or may not be used. Candidates may refer to human resource issues such as population locale (rural and/or urban), slave labour, population growth, skilled workers, education and social structure. Some reference to specific individuals may be relevant. Natural resources may include navigable coasts, internal waterways, coal, iron, oil, timber and cotton, and/or the availability of renewable energy sources such as wind and water. While other relevant factors may be considered, for example the role and significance of technological developments, the bulk of the response will remain on human and natural resources.

14. Examine the impact of industrialization on political representation in **two** countries.

The question requires that candidates consider the interrelationship between industrialization and political representation in two countries. A comparative approach may or may not be used. Candidates may refer to the emergence of new political ideologies and their impact on political representation, the way elected bodies changed to reflect: new social classes; changes to social hierarchies; changes to political representation because of population growth; and/or to voting policies, which influenced political representation. Candidates may evaluate the impact of industrialization on political representation by considering positive and/or negative outcomes. While other relevant interrelationships may be considered—to provide context to, or commentary on, the significance of the impact of industrialization on political representation—the bulk of the response will remain on that raised in the question.

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

15. “Religion was an important factor in the development of independence movements.” With reference to **two** independence movements, each from a different region, to what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that religion was an important factor in the development of independence movements. The two independence movements must be from different regions but they may or may not have existed at the same time. Factors may predate 1800, but they must be clearly linked to an independence movement that developed within the timeframe. A comparative approach may or may not be used. Candidates may refer to the repression of religious groups, the desire for religious freedom and/or a desire to reassert historical religious (and perhaps, therefore, cultural) norms and methods of worship. While other relevant factors, for example race or socio-economic issues, may be referred to, the bulk of the response will remain on the importance of religion. Candidates may agree, partly agree or disagree with the statement.

16. Evaluate how effectively **two** states responded to the challenges they faced in the first 10 years of independence.

The question requires that candidates make an appraisal of the responses of two states to the challenges they faced in their first ten years of independence, weighing up the strengths and limitations of those responses. The two states may or may not be from the same region and the periods evaluated may or may not be contemporaneous with each other. The long-term effects of the responses discussed may extend (briefly) beyond 2000, but they must be clearly linked to challenges that occurred within the timeframe. A comparative approach may or may not be used. Candidates may refer to attempts to establish political systems and achieve political stability, facilitating social unification, addressing economic problems or encouraging economic development, resolving territorial conflicts and developing foreign policy.

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

17. Evaluate the importance of leaders in the emergence of **two** democratic states.

The question requires that candidates make an appraisal of the importance of leaders to the emergence of two democratic states, weighing up the importance or otherwise of those leaders (be that one leader or multiple leaders for each or either state). The two states may or may not be from the same region and their emergence may or may not have occurred at the same time. Factors may predate 1848 but they must be clearly linked to a state that emerged within the timeframe. A comparative approach may or may not be used. Candidates may refer to the importance of leaders in key turning points, policy decisions, propaganda, the gaining of popular support, development of ideology and in determining strategy. While other relevant factors may be referred to, for example political upheaval or external influences, the bulk of the response will remain on the issue raised in the question.

18. Examine the impact made by democracy on the arts and media in **two** states, each from a different region.

The question requires that candidates consider the interrelationship between democracy and the arts and media in two states. The two states must be from different regions but the issues discussed may or may not have occurred at the same time. Long-term effects may extend (briefly) beyond 2000, but these must be clearly linked to events from within the timeframe. A comparative approach may or may not be used. Candidates may refer to freedom of speech and expression, changes in visual arts (such as painting, sculpture, photography and architecture and design) and/or focus on literature, theatre, music, dance, cinema, radio, television, newspapers and magazines/journals. References may also be drawn between democracy and freedom of cultural expression, funding of cultural endeavours and the use of cultural propaganda. While other relevant interrelationships may be considered—to provide context to, or commentary on, the significance of the impact of democracy on the arts and media—the bulk of the response will remain on that raised in the question.

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

19. Examine the impact of the foreign policy of **two** authoritarian states on the maintenance of power in those states.

The question requires that candidates consider the interrelationship between foreign policy and the maintenance of power in two authoritarian states. The two states may or may not be from the same region and the periods discussed may or may not have occurred at the same time. The impact may extend (briefly) beyond 2000, but it must be clearly linked to the foreign policy of the states from within the timeframe. A comparative approach may or may not be used. Candidates may refer to foreign policy under one leader, multiple leaders, or throughout the duration of an authoritarian state. It may be suggested that successful foreign policy benefitted a regime by increasing its popularity and/or diverting attention from domestic problems. Foreign policy failures that undermined the regime may also be addressed. While other relevant interrelationships may be considered—to provide context to, or commentary on, the significance of the impact of foreign policy on the maintenance of power—the bulk of the response will remain on that raised in the question.

20. “Social **and** economic policies in authoritarian states did not always achieve their aims.” Discuss with reference to **one** authoritarian state.

The question requires that candidates offer a considered and balanced review of the statement that social and economic policies of one authoritarian state did not always achieve their aims. The results of the policies may extend (briefly) beyond 2000, but they must be clearly linked to policies from within the timeframe. A comparative approach may or may not be used. Candidates may refer to the social and economic policies of one ruler, multiple rulers, or throughout the duration of the authoritarian state. Social policies may focus on religion, education, youth, families, women, minorities and social welfare. Economic policies may focus on industrialization, agriculture, transport, taxation, trade and labour. Candidates may agree, partly agree or disagree with the statement.

### Topic 11: Causes and effects of 20th-century wars

21. Discuss the importance of technological developments to the outcome of **two** 20th-century wars, each from a different region.

The question requires that candidates offer a considered and balanced review of the importance of technological developments to the outcome of two 20th-century wars. The two wars must be from different regions but they may or may not have occurred at the same time. A comparative approach may or may not be used. Candidates may refer to a range of methods under the heading of technological developments, including developments in the production and effectiveness of weapons, the development of aircraft/ tanks/battleships or the technology available on the battlefield for military forces. Candidates will discuss the importance of such developments in relation to the outcome of the two wars. While other, relevant, factors may be referred to, for example the mobilization of human resources or influence of foreign powers, the bulk of the response will remain on the issue raised in the question.

*Please note that while the First and Second World Wars may be used in a regional context (for example, the Second World War in the Pacific), they cannot then be re-used as an example of a war in a different region.*

22. “Territorial changes were the most significant consequence of war.” Discuss with reference to **two** wars.

The question requires that candidates offer a considered and balanced review of the statement that territorial changes were the most significant consequence of war. The two wars may or may not be from the same region and they may or may not have occurred at the same time. Consequences may extend (briefly) beyond the timeframe but they must be clearly linked to the issue raised in the question. A comparative approach may or may not be used. Candidates may refer to a range of consequences including border changes and possible consequent shifts in demographics, the relinquishing or the acquisition of colonies, and/or enmity, which may have resulted from the gain or loss of territory. While other relevant factors, for example changes in the role and status of women, will be referred to, the bulk of the response will remain on the significance (or otherwise) of territorial changes. Candidates may agree, partly agree or disagree with the statement.

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

23. “Superpower rivalry in Europe **and** Asia between 1943 and 1949 led to the breakdown of the grand alliance.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that superpower rivalry in Europe and Asia during the suggested timeframe led to the breakdown of the grand alliance. Candidates may consider events that extend beyond 1949, but they must be clearly linked to the rivalries from within the timeframe. A comparative approach may or may not be used. While other relevant factors, for example different ideologies and/or styles of leadership, may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement.

24. Discuss the impact of **two** Cold War crises, each from a different region, on the development of superpower tensions.

The question requires that candidates offer a considered and balanced review of the impact of two Cold War crises upon the development of superpower tensions. The two crises must be from different regions but they may or may not have been occurred at the same time. A comparative approach may or may not be used. Candidates may refer to a range of factors including increasing tensions (perhaps even to the point of risking nuclear war), an easing of tensions and/or the geographical expansion of the Cold War. While other relevant factors, for example ideology, may be referred to, the bulk of the response will remain on the issue raised in the question.

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