

# Markscheme

**May 2017**

**History**

**Higher level and standard level**

**Paper 2**

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The following are the annotations available to use when marking responses.

Annotation	Explanation	Associated shortcut
BaEv	Basic Evaluation	
	Clear Knowledge Shown	
	Incorrect point	
	Descriptive	
	Development	
	Ellipse tool	
	Evaluation	
	Excellent Point	
	Good Analysis	
GEN	Generalisation	
GP	Good Point	
	Underline tool	
	Wavy underline tool	
	Highlight tool	
	Irrelevant	
	Not Answered Question	
	Lengthy narrative	
	Not Relevant	
	On page comment tool	
	Unclear	

	Repetition	
	Seen	
	Tick Colourable	
UA	Unfinished answer	
Unsp	Assertion Unsupported	
	Vertical wavy line	
	Vague	
	Very limited	
	Well argued	
	Weak argument	

You **must** make sure you have looked at all pages. Please put the  annotation on any blank page, to indicate that you have seen it.

**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. Discuss the developments that affected the trade of **two** societies, each from a different region.

Candidates will offer a considered and balanced review of the developments that affected the trade of two societies. While the focus of the response must be within the timeframe of this topic, the two societies need not be contemporaneous. However, each of the examples chosen must be from a different region. The developments that are discussed may or may not be applied to both societies and they may be considered to have had a largely positive impact, a largely negative impact, or a mixed impact on the trade of those societies. Each society may be considered separately or, where appropriate, a thematic approach may be used if candidates wish to compare the relative importance of specific developments that affected the trade of both their chosen societies.

2. Evaluate the significance to cultural and intellectual developments of **two** individuals.

Candidates will appraise the significance to cultural and intellectual developments of two individuals from the period indicated by the timeframe of this topic. The individuals chosen may have been influential in art, philosophy, literature or other intellectual endeavours or alternatively, have risen to prominence due to their contributions to science. The two individuals chosen need not be contemporaneous and they may or may not be chosen from the same state or region. Candidates may explain the significance of the figures by indicating the impact they had during their lifetime. However, it may be that the examples chosen gained greater prominence in later periods. Knowledge will be used to address their significance and for this to go beyond a description of their work. Each figure may be considered separately or a thematic approach may be adopted if candidates choose to compare the degree of significance.

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

3. Examine the significance of **two** leaders to the course/practice of warfare.

Candidates will consider the significance of two leaders in terms of their impact on the course and/or practice of warfare during the period indicated by the timeframe of this topic. The two individuals chosen need not be contemporaneous and they may or may not be chosen from the same state or region. Although the focus of candidates' responses will be to uncover the interrelationship between the leaders' actions and the course/practice of warfare in which they were engaged, other factors may be introduced to contextualise and/or gauge the significance of the chosen leaders. Each leader may be considered separately or a thematic approach may be used if candidates wish to compare the relative significance of the two leaders to the course/practice of warfare.

4. "Demographic change was the most significant effect of war." Discuss with reference to **two** wars.

With reference to two wars, candidates will offer a considered and balanced review of the hypothesis that demographic change was the most significant effect of war. While the focus of the response must be within the timeframe of this topic, the two wars need not be contemporaneous and they may or may not be chosen from the same state or region. The hypothesis must be discussed and consideration given to how far it may be argued that demographic change was the most significant effect of war. Other factors may be introduced to support arguments that may or may not agree with the hypothesis. Each war may be considered separately or a thematic approach may be used if candidates wish to compare the relative importance of relevant factors for each war.

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

5. With reference to **two** rulers, compare and contrast the methods used to consolidate their rule.

Candidates will give an account of the similarities and differences between the methods used by two rulers to consolidate their rule, referring to both rulers throughout the response. While the focus of the response must be within the timeframe of this topic, the two rulers chosen need not be contemporaneous and they may or may not be chosen from the same region. Methods to be considered may include legislation, the use of force or the use of patronage, and may have been effective or ineffective or a combination of both. The response must not be a descriptive list of methods without some assessment of how these were used by the chosen rulers.

6. To what extent did **one** ruler overcome the internal **and** external challenges to their power?

Candidates will consider the extent to which their chosen ruler overcame both internal and external challenges to their power. These challenges may be addressed chronologically or they may be addressed in terms of their perceived severity. Alternatively, the extent to which the challenges were surmounted may be the focus of the response. There may also be an attempt to address the challenges thematically (for example, internal versus external challenges and/or social, political and economic challenges). While candidates must refer to both internal and external challenges, depending on the ruler chosen, the coverage of these need not be equal. In some cases, it may be possible for candidates to draw parallels between internal and external challenges, for example external support for internal challenges and/or internal support for external challenges.

#### Topic 4 Societies in transition (1400-1700)

7. Discuss the developments that affected the trade of **two** societies, each chosen from a different region.

Candidates will offer a considered and balanced review of the developments that affected the trade of two societies. While the focus of the response must be within the timeframe of this topic, the two societies need not be contemporaneous. However, each of the examples chosen must be from a different region. The developments that are discussed may or may not be applied to both societies and they may be considered to have had a largely positive impact, a largely negative impact, or a mixed impact on the trade of those societies. Each society may be considered separately or, where appropriate, a thematic approach may be used if candidates wish to compare the relative importance of specific developments that affected the trade of both their chosen societies.

8. "Religion was more often a support than a challenge to states." With reference to **two** states, to what extent do you agree with this statement?

Candidates will consider the extent to which the religion of two states was more often a support than a challenge to those states. While the focus of the response must be within the timeframe of this topic, the two states need not be contemporaneous. The two states may or may not be chosen from different regions, and the religion(s) of the states in question may or may not be the same religion(s). In each case, candidates must clearly identify the religion(s) and the ways in which those religions supported and/or challenged the respective states. Each state may be considered separately or a thematic approach may be used if candidates wish to compare the level of support and/or hindrance that the state enjoyed or endured.

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

9. “The expansion of early modern colonial empires was motivated by economic factors.” Discuss with reference to **two** early modern colonial empires.

Candidates will offer a considered and balanced review of the hypothesis with reference made to two early modern colonial empires. While the focus of the response must be within the timeframe of this topic, the two colonial empires need not be contemporaneous. Further, the two colonial empires may or may not be chosen from different regions. Candidates must identify the reasons why the colonial empires expanded, and gauge the importance of economic factors in this context. Candidates may determine that economic factors were the most significant motivation in one or both states or, alternatively, argue that other factors were of equal or more importance in one or both states. Each colonial empire may be considered separately or a thematic approach may be used if candidates choose to address the impact of a range of factors on the candidates' chosen colonial empires.

10. Discuss the methods used to maintain power in **two** colonial states.

Candidates will offer a considered and balanced review of the methods used to maintain power in two colonial states. While the focus of the response must be within the timeframe of this topic, the two states chosen need not be contemporaneous and they may or may not be chosen from the same region. Additionally, the colonial states/territories chosen may have been ruled by the same, or different, colonial powers. Candidates will avoid discussion of how power was gained unless it directly affects the methods that were employed after colonial power had been established. Methods to be considered may include administrative, political, religious, military, legal or cultural. Candidates may choose to follow a comparative approach, organized around methods, or they may choose to discuss the two societies separately.

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

11. Evaluate the importance of religion in causing **two** wars.

Candidates will make an appraisal of the role of religion in causing two Early Modern wars. While the focus of the response must be within the timeframe of this topic, the two wars chosen need not be contemporaneous and they may or may not be chosen from the same region. While religious causes must be the focus of the response, depending on the wars chosen, other factors may be discussed in order to provide context for the evaluation. It may, for example, be argued that religion was the catalyst for one or both wars, but that other factors had a significant long-term impact. Alternatively, it could be argued that religion was the underlying cause but that other factors acted as the catalyst. Each war may be considered separately or a thematic approach adopted to weigh the significance, or otherwise, of religion in relation to other relevant factors.

12. “Technological developments were the most significant factor in determining the outcome of early modern wars.” Discuss with reference to **two** wars.

Candidates will offer a considered and balanced review of the hypothesis with reference made to two Early Modern wars. While the focus of the response must be within the timeframe of this topic, the two wars need not be contemporaneous. Further, the wars may or may not be chosen from different regions. Candidates must identify the factors that determined the outcome of early modern wars and gauge the importance of technological developments factors in this context. Candidates may determine that technological developments were the most significant motivation, alternatively, they may argue that other factors were of equal or more importance in one or both wars. Each war may be considered separately or a thematic approach may be used if candidates choose to address the role of a range of factors.

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

13. “Industrialization was entirely the result of technological development.” With reference to **two** countries, each from a different region, to what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the hypothesis that technological development was the sole cause of industrialization. While the focus of the response must be within the timeframe of this topic, the industrialization of the two selected countries does not need to be contemporaneous. However, the two countries must be from different regions. Candidates must address the role of technological development and consider the ways in which it contributed to industrialization. Candidates may also consider other factors that may or may not have contributed to, or facilitated industrialization, for example the imposition of industrialization by a government, using pre-existing technologies, in order to become more competitive or to meet internal and/or external challenges. Each country may be considered separately or a thematic approach may be used where candidates wish to compare the relative importance of technological development for each country.

14. Evaluate the social **and** political impact of industrialization in **one** country.

Candidates will make an appraisal of the social and political impact of industrialization in one country. While both the social and political implications of industrialization must be dealt with in the response, the treatment of each does not necessarily have to be equal. Candidates may choose to deal with social and political implications separately and possibly conclude that the impact of one or other was more significant. Alternatively, candidates may deal with the question thematically and gauge how individual issues, for example the migration from countryside and the proliferation of factories had a social and/or political impact. There may also be an attempt to deal with the issues chronologically, with candidates possibly suggesting that the social impact of industrialization was a contributory factor to political change.

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

15. Compare and contrast the methods used to achieve independence in **two** countries, each from a different region.

Candidates will give an account of the similarities and differences between the methods used to achieve independence in two countries referring to both countries throughout the response. While the focus of the response must be within the timeframe of this topic, the achievement of independence does not need to be contemporaneous. However, the two countries must be from different regions. Methods considered may include the use of force, political campaigning, or appeals to international audiences. Where methods used were similar, candidates may also address the extent to which those methods were more or less effective in the fight for independence in one country than they were in the other.

16. “Political problems were the most serious challenge to new states in the first 10 years of independence.” Discuss with reference to **two** states.

With reference to two states, candidates will offer a considered and balanced review of the hypothesis that political problems were the most serious challenge to newly independent states. While the focus of the response must be within the timeframe of this topic, the achievement of independence in those two states does not need to be contemporaneous and they may or may not be chosen from the same region. The hypothesis must be discussed and consideration given to how far it may be argued that political problems were the most serious challenge. Other factors may be introduced to support arguments that may or may not agree with the hypothesis. Each state may be considered separately or a thematic approach may be used if candidates wish to compare the relative importance of relevant factors for each state.

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

17. To what extent did social **and** economic factors encourage the demand for democratic reform in **one** state?

Candidates will consider the merits or otherwise of the concept that social and economic factors encouraged the demand for reform in their chosen state. While the focus of the response must be within the timeframe of this topic, if the democratic reform took place at the beginning of the period, then some material immediately prior to 1848 is permissible. The focus of the response must be on the extent to which social and economic factors encouraged the demand for democratic reform. However, depending on the state chosen, candidates do not have to give each area equal treatment. Candidates may also consider other factors that may or may not have been of greater or lesser importance. Social and economic factors may be dealt with separately or a thematic approach may be used where candidates gauge the relative social and economic importance of an event or issue.

18. Evaluate the impact on society of the economic policies used in **two** democratic states.

Candidates will appraise the impact of economic policies on the societies of two democratic states. While the focus of the response must be within the timeframe of this topic, the two societies chosen need not be contemporaneous and they may or may not be chosen from the same region. The impact of the economic policies, including their strengths and limitations, will be appraised. Such appraisal could include, but need not be limited to, the social impact of the policies and/or their role in boosting or reducing each state's financial position and the resulting impact on the society of each state. Each state may be considered separately or a thematic approach may be used if the candidates choose to compare aspects of the policies used.

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

19. “The conditions in which authoritarian states emerged were mainly determined by economic factors.” Discuss with reference to **two** authoritarian states.

Candidates will offer a considered and balanced review of the hypothesis that economic factors were the most significant determinant of the conditions in which authoritarian states emerged. While the focus of the response must be within the timeframe of this topic, the emergence of the two selected states does not need to be contemporaneous. Candidates must address the role of economic factors and consider the ways in which they affected the conditions in which authoritarian states emerged. Candidates may also consider other factors that had an impact on those conditions, for example, the social structure or the political organization of the states. Each state may be considered separately or a thematic approach may be used where candidates wish to compare the relative importance of economic and other factors for each state.

20. Compare and contrast the methods used to maintain power in **two** authoritarian states, each from a different region.

Candidates will give an account of the similarities and differences between the methods of maintaining power that were employed in two authoritarian states referring to both states throughout the response. While the focus of the response must be within the timeframe of this topic, the periods covered do not need be contemporaneous. However, each of the examples chosen must be from a different region. Methods to be considered might include, but need not be limited to, political, legal or social methods. These may have been effective or ineffective or a combination of both but the response must not be a descriptive list of policies, for example, without some assessment of how these helped or hindered the maintenance of power within each state.

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

21. “The influence of foreign powers determined the outcome of 20th-century civil wars.” Discuss with reference to **two** wars.

Candidates will offer a considered and balanced review of the hypothesis that the outcomes of two 20th-century civil wars were determined by the influence of foreign powers. While the focus of the response must be within the timeframe of this topic, the two wars chosen need not be contemporaneous and they may or may not be chosen from the same region. Candidates may determine that the influence of foreign powers was the most significant factor in the outcome of one or both wars or alternatively argue that other factors were of equal or more importance in one or both wars. Each war may be considered separately or a thematic approach may be used if the candidates choose to compare the ways in, and the extent to, which foreign influence played a role.

22. “The effects of war on the role and status of women were mostly beneficial.” Discuss with reference to **two** wars.

Candidates will offer a considered and balanced review of the hypothesis. While the focus of the response must be within the timeframe of this topic, the two wars chosen need not be contemporaneous and they may or may not be chosen from the same region. Candidates may determine that the effects of their selected wars did lead to an improvement in the role and status of women or, perhaps, that one or both of the wars had the opposite effect. Each war may be considered separately or a thematic approach may be used if the candidates choose to compare the impact of war on the role and status of women.

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

23. To what extent did economic interests rather than ideology lead to the breakdown of the grand alliance between 1943 and 1949?

Candidates will consider the merits or otherwise of the concept that economic interests rather than ideology led to the breakdown of the grand alliance during the period from 1943 and 1949. While the focus of the response must be on the extent to which economic interests rather than ideology played a more significant role in this context, candidates may agree or disagree with the supposition. They may also suggest that other factors may have been of greater or equal importance and that the breakdown of the grand alliance was, instead, the result of a combination of factors and events. Economic interests and ideology may be dealt with separately, or candidates may use a chronological approach that outlines the breakdown of the grand alliance and places both economic interest and ideology in the wider context.

24. Evaluate the impact of Cold War tensions on **two** countries (excluding the USSR and the US).

Candidates will make an appraisal of the impact of Cold War tensions on two countries of their choice. While the focus of the response must be within the timeframe of the Cold War, the impact on the two countries does not need to be contemporaneous and they may or may not be chosen from the same region. The candidates must not use either the USSR or the US as these are excluded in the History Guide. Candidates may choose to deal with the impact of Cold War tensions on each country separately. Alternatively, candidates may deal with the question thematically and gauge how individual issues affected the two states in the same or different ways and/or to the same or a different extent. There may also be an attempt to deal with the issues chronologically.

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