



International Baccalaureate®
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History

Higher and Standard level

Specimen papers 1, 2 and 3

For first examinations in 2028

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History

Higher level and standard level

Paper 1 – source booklet

Specimen paper

1 hour 15 minutes

Instructions to students

- Do not open this source booklet until instructed to do so.
- This source booklet contains the sources required for history higher level and standard level paper 1.
- Read all the sources and the inquiry question from one focused study.
- The sources in this booklet may have been edited and/or abridged: word additions are shown in square brackets []; substantive deletions of text are indicated by ellipses ... ; minor changes are not indicated.
- The sources in this paper are authentic and, where contemporary, may include language reflective of the time and context in which they were created. Some of these terms may no longer be in common or acceptable usage.

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Focused study 1: Climate and innovation — The Aztec Empire (circa 1428–1469)

Inquiry question: To what extent was the expansion policy of the Triple Alliance the most significant factor that prompted innovation in the Aztec Empire?

Source A

Context: An extract from the academic article “The Aztec Empire” by Michael E. Smith and Maëlle Sergheraert (2012), archaeologists specializing in Aztec history, published in the book *The Oxford Handbook of Mesoamerican Archaeology*.

Content: The Aztec Empire was created within a setting of competing city-states that covered the landscape of central Mexico, starting around 1100 AD. These small city-states, ruled by kings and a council of nobles, consisted of a modest urban center and the surrounding farmland. ... In the Tepanec War of 1428 AD the armies of the city-state of Azcapotzalco were attacked by an alliance of several cities. Upon the defeat of Azcapotzalco, Texcoco and Tenochtitlán joined with Tlacopan to form the “Triple Alliance.” These three cities agreed to begin a program of expansion and share the resulting tribute and tax payments.

By the time Cortés* arrived in Tenochtitlán in 1519, the empire covered much of northern Mesoamerica. When Cortés and his soldiers entered Tenochtitlán for the first time, they were overwhelmed by the size and magnificence of the city, and the energetic activity of its streets and markets. Goods flowed into Tenochtitlán from all over Mesoamerica.

[...]

The wealth and cosmopolitan influences of the empire also stimulated the production of fine art in Tenochtitlán and nearby cities. Much of the artistic production was sponsored by the Aztec king, who commissioned monuments and other items that celebrated their conquests. Myths were rewritten in the service of imperial ideology and were illustrated in codices and sculptures.

* Cortés: Hernán Cortés was a Spanish conquistador who overthrew the Aztec Empire in the 16th century

Source B

Context: An extract from the academic paper “Expansionism and Religion: The Fatal Flaws of the Aztec Empire” by Kevin O. Collins (2007), a student at Western Oregon University.

Content: Aztec power was almost solely based on its military. After 1428, the Aztecs found excuses for attacking city after city until they controlled the entire Mexican basin.

[...]

The Aztec’s policy did work for some time. Tenochtitlán grew into one of the greatest cities in the world.

[...]

As the military conquered more regions, wealth, captives, and new tribute improved the lives of most Aztecs, especially those living in Tenochtitlán.

However, not everyone in the Aztec empire benefited equally. While the nobles and priests did relatively well, the commoners were used for achieving wealth for the upper classes. They were often forced into serving in the military and had little land for themselves.

Moreover, the people of the conquered city-states did not benefit as greatly from the Aztec’s military successes.

[...]

As the Aztecs expanded their empire, they maintained dominance through terror and tyranny. ... They were successful at putting down rebellions; and at nearly any given time, there was a war in progress with one town or another. For example, they engaged in Flower Wars to get sacrificial victims. The vulnerable state the empire was in is no doubt the very reason why the Aztecs needed so many sacrifices.

Source C

Context: Illustrations from the book *The History of the Indies of New Spain* by Diego Durán (c.1581).

The History of the Indies of New Spain, also known as the Durán Codex, was written by Dominican friar Diego Durán. Born in Spain, Durán moved to Tetzaco with his family at the age of seven, where he became fluent in Nahuatl, the Aztec language. In 1556 he joined the Dominican order. Durán developed close relations with the people he was trying to convert and wrote critical views of his religious partners. In this book, Durán retells the history of the Aztecs, starting from the Aztec creation stories until the downfall of the Empire. The illustrations included in the codex are attributed to an unknown Indigenous artist.

The first image depicts a scene from the Triple Alliance's war against Xochimilco. To the left, the headquarters of the Xochimilco government is represented. To the right, Itzcoatl, the fourth Mexica tlatoani, is depicted. The Mexica warriors are wearing coloured clothing.

The second image represents the Triple Alliance ruling over Xochimilco. The Xochimilca are building two roads over the lake, including a "great road" connecting Xochimilco with Tenochtitlán. To the right, Itzcoatl is depicted.

Focused study 2: Independence and identity — Kenyan independence (1945–1978)

Inquiry question: To what extent was British colonial rule the most important factor in the emergence of the Kenyan independence movement?

Source A **Context:** An extract from the academic book *Kenyatta and Britain* by Wunyabari O. Maloba (2017), Professor of History at the University of Delaware, USA.

Content: In the rural areas, all the social, political, and economic problems revolved around the scarcity of land. Although the colonial government was aware of this problem, it never saw it as an urgent matter. [...]

Part of the solution offered by the colonial government involved landless Africans accepting work as manual laborers. ... The young men who refused to accept positions in manual labor formed, according to the colonial government, “gangs of criminals operating in and around the outskirts of Nairobi.” [...]

In the period up to the end of World War II, Africans did not have any political outlet. ... Opposition by white settlers to African social and political advancement was intense. [...]

There were few governors, if any, who dared to challenge the settlers’ social, political, and economic supremacy in the colony. In the immediate post-war period, the settlers’ viewpoints were fully supported by the Governor, Sir Philip Mitchell [who] outlined imperial policy in Kenya in 1947 as: “the only way in which the East African tribes can hope to enjoy the benefits of civilized government.”

Source B **Context:** An extract from the academic book *Mau-Mau Warrior* by Abiodun Alao (2013), a researcher and Professor of African Studies at the Obafemi Awolowo University, Ile-Ife, Nigeria.

Content: Occupying the central highland part of Kenya, the Kikuyus had had most of their lands taken over by white settlers. By 1948, about 1 million Kikuyus were restricted to about 5,200 square kilometres, while 30,000 settlers occupied 31,000 square kilometres. The shortage of land forced many Kikuyus to become ‘tenants’ on European land, offering their labour in exchange for permission to occupy a patch of land. This was a crucial factor in the Mau-Mau revolt, as Kikuyu farmers, who had moved to shanty towns around Nairobi after being driven out of their land, began developing anti-settler sentiments.

Other colonial policies also encouraged the radicalization of African peasants. ... When the British Colonial Secretary visited Kenya, the inclusion of 12 elected black members into the Legislative Council governing the colony was requested. This request was rejected. Instead, the British proposed a council that ensured the 30,000 white settlers had 14 representatives ... and the 5 million Africans had five, and these were to be nominated by the government. From the moment this proposal was made, the black population became convinced that a peaceful resolution of the socio-economic and political situation in Kenya was no longer possible and plans towards organized armed revolt were developed.

Source C

Context: An extract from the autobiography *I Refuse to Die: My Journey for Freedom* by Koigi wa Wamwere (2002), a Kenyan human rights activist whose book documents the brutality of British colonialism and the rise of the Kenyan independence movement. Post-independence, wa Wamwere won a seat in the Kenyan parliament. However, he was later imprisoned for 13 years by the Kenyatta regime for his criticism of the government. After being tortured and facing the possibility of being executed, he eventually escaped Kenya with help from a human rights group.

Content: For Africans, land meant more than food and a house. It was their permanent residence before, during and after life. To fight for land and freedom, Mau Mau was trying to secure their eternal existence. Refusing to understand this, the British called the rebels “terrorists”, “primitive people”, and “cannibals”. In the minds of the British, Mungai [wa Wamwere’s uncle] and his comrades were not fighting for freedom. Africans knew of no freedom. They were fighting to return to a past of primitiveness, darkness, death and evil. Mungai went to the forest not to lose his own life, but to protect African life from British colonialism. He went to the forest not because he loved going for days without food, but because he wanted to recapture stolen lands and end hunger for himself and other Kenyans. ... He went to the forest to fight for human rights.

[...]

World War II had taught Africans two lessons: firstly, with guns they could kill white people. Secondly, if the German Hitler could be fought, so could the British Hitler. After the war, British soldiers had come to Kenya to be rewarded with land. African soldiers had returned home, not to be given land, but for the lucky ones to be hired as laborers of those who had fought with them.

End of focused study 2

Focused study 3: Political and economic transitions — The Meiji Restoration (1853–1894)

Inquiry question: To what extent was the influence of the United States the main cause of the Meiji Restoration?

Source A

Context: An extract from the academic book *A Military History of Japan: From the Age of the Samurai to the 21st Century* by John T. Kuehn (2014), Professor of Military History at the United States Army Command and Staff College.

Content: Japan's production of silk and manufactured items attracted the attention of Western powers who wanted to export these products and open new Japanese markets for their own goods. In 1853, the U.S. sent Commodore Perry on his famous mission. Perry arrived in July with a draft treaty. The Shogun kept Perry waiting while his advisors consulted with the major daimyo about what to do. There was no consensus, so the Shogun refused to negotiate. Perry left but returned the following year. The Shogun was faced with a dilemma—it seemed clear the Americans might use force as they had over 1,600 men and strange ships loaded with modern cannons. ... After delaying, the Shogun finally acted: on March 31, 1854, Japanese envoys signed the Treaty of Kanagawa, guaranteeing safety for shipwrecked Americans, ensuring coal for American ships, and promising future trade. With this event, Japan's isolation from the West was ended.

[...]

Perry had set in motion a chain of events that would overthrow the Tokugawa shoguns. The shogunate's poor handling of Perry's visits provided critics with a rallying point around Emperor Komei, who had refused to approve of the treaty. Many lower-ranking samurai began to rally around the idea of a "restoration" of the emperor as the head of the Japanese state.

Source B

Context: An extract from the academic article "Revolution and Reform in Meiji Restoration" by Hideichi Horie (1952), a professor at Kyoto University's Faculty of Economics.

Content: In 1839, unrest among the ruling military class began to sow divisions within their ranks. A split had appeared between the upper and lower military classes. The upper military class wished to uphold their position, while the lower military class hoped to reform their positions. This led to an alliance between the wealthy farmers and the reformist lower military class. This unrest became the leading factor in political developments which followed.

[...]

In 1853, when Commodore Perry forced open the gates of Japan, its self-imposed isolation came to an end. ... The opening of the ports caused a rise in prices and brought suffering to the lower classes. In 1866, the silk weavers of Chichibu attacked the homes and properties of the silk merchants. The lower classes, who gained little from the treaty, were opposed to the unfair treaty. The alliance mentioned above served to turn this feeling of dissatisfaction towards the feudal regime, and "exclusion of foreigners" became the slogan which later led to the downfall of the shogunate.

Source C

Context: An extract from the written communication “Proposal for Reforming Japan”, sent by counsellor Yokoi Shōnan to the Tokugawa Shogunate (1862).

In the years between Commodore Perry’s first visit in 1853 and the Meiji Restoration in 1868, Yokoi became an influential counsellor to the Tokugawa government. He called for a complete reform of the Tokugawa government and reconciliation between the Imperial court and the Shogunate. He also advocated for Japan to be open to foreign trade, as well as economic and military reform. He was soon removed from his post, stripped of his samurai status and put under house arrest for his radicalism. After the Meiji Restoration, he was freed by the new government but was assassinated in 1869.

Content: Under the system of national seclusion, Japan found safety in isolation, experiencing no wars or defeats. However, the world situation has undergone vast changes. In America three major policies have been set up from Washington’s presidency: first, to stop wars because nothing is worse than violence among nations; second, to broaden enlightened government by learning from all the countries of the world; and third, to work with complete devotion for the welfare of the people by entrusting the power of the president to the wisest. All laws and practices are put into the country’s service and not in the interest of the rulers.

In England the government is based entirely on the popular will, and all government actions are debated by the people. War or peace is decided in this way ... The governments are entirely based on moral principles, and work for the benefit of the people. Thus, when countries attempt to open Japan’s doors to international cooperation, who would not call Japan a fool for persisting in old seclusionist views, for ruling for the benefit of private interests, and for not knowing the principles of commerce and trade?

End of focused study 3

Focused study 4: Conflict and displacement — Post-war displacement in Europe (1945–1960)

Inquiry question: To what extent was persecution the main reason for post-war mass displacement in Europe?

Source A

Context: An extract from the academic article “Resettling, repatriating and ‘rehabilitating’ Polish displaced persons in British-occupied Germany, 1945–51” by Samantha K. Knapton (2022), an Assistant Professor of History, specializing in central and eastern Europe, displacement and the United Nations Relief and Rehabilitation Administration (UNRRA), published in the book *A Transnational History of Forced Migrants in Europe: Unwilling Nomads in the Age of the Two World Wars*.

Content: Towards the end of the Second World War, the Allied armies encountered millions of displaced persons (DPs) throughout Germany. The great volume of DPs demanded the speedy construction of transit and assembly centres, until the newly created UNRRA could take over. Throughout the war, observers in Britain and the US had speculated over the scale of displacement, however nothing could have prepared them for what they encountered in Germany. Repatriation quickly became the focus as the Allied armies and UNRRA worked to help people return to their homes, whether they were recently liberated French Resistance fighters or former forced labourers (*Zwangsarbeiter*). In the three western zones of occupation (British, French and US zones), Poles were the most numerous DPs as the majority were *Zwangsarbeiter* working throughout the Reich. It was late summer before the Poles could be transported. Unfortunately, by this time many were reluctant to return to Poland for two reasons. First, the London-based exiled government had been ousted and replaced by the new Soviet-backed Polish Provisional Government of National Unity. This change of regime made many DPs fearful of reprisals when they returned to Poland. Second, at the Potsdam conference the Allies had agreed to Stalin’s demands to re-draw Poland’s borders, displacing those who originally lived in the east.

Source B

Context: An extract from the academic book, *Destination Elsewhere: Displaced Persons and Their Quest to Leave Postwar Europe* by Ruth Balint (2021), a Professor of History at the University of New South Wales, Australia, specializing in transnational histories of migration, displacement and refugees.

Content: The main international agency created to manage the repatriation of displaced persons, the United Nations Relief and Rehabilitation Administration (UNRRA), soon faced an unexpected problem: many did not want to return home or did not have homes to return to. The intense pace of repatriation soon slowed to a halt. As Hannah Arendt [German American political theorist] had predicted on the eve of the Allied victory, “a very large proportion will regard repatriation as deportation and will insist on keeping their statelessness.” Arendt was referring to Jewish survivors. However, there was also a large group of non-Jewish Eastern Europeans who, displaced by Nazism, now viewed Stalinism as the chief cause of their persecution. Consequently, a year after liberation, nearly a million people still remained in the DP camps. For postwar planners trying to establish stability, the DP quickly became the most problematic aspect of Europe’s humanitarian crisis.

Source C

Context: An extract from the report “*Mission to Europe to inquire into the condition and needs of those among the displaced persons in the liberated countries of Western Europe and in the Western area of Germany — with particular reference to the Jewish refugees — who may possibly be stateless or non-repatriable*” by the United States official Earl G. Harrison (August 1945), a member of USA President Roosevelt’s government, first as Director of Alien Registration, then as Commissioner of Immigration and Naturalization. He opposed tightening immigration quotas. Roosevelt appointed him as the USA’s representative on the Intergovernmental Commission on Refugees in March, 1945. In June, President Truman asked Harrison to conduct an inspection tour of DP camps in Europe. He visited more than 20 camps and produced this report in August. He later advocated for the improved treatment of DPs, particularly Jewish Holocaust survivors, and pushed for them to be resettled in the USA and Palestine.

Content: While the Combined Displaced Persons Executive has recognized formerly persecuted persons, including enemy nationals, as a special category of displaced persons, the general practice so far has been to follow only nationality lines. While it is not normally desirable to set aside particular racial or religious groups from their nationality categories, the truth is that a group has been created by the Nazis which has special needs. Jews as Jews, (not as members of their nationality groups) have been more severely victimized than the non-Jewish members of the same or other nationalities. Refusal to recognize the Jews as such has the effect of closing one’s eyes to their barbaric persecution, which has already made them a separate group with greater needs.

[...]

For reasons that are obvious, most Jews want to leave Germany and Austria. ... The life which they have led for the past ten years, a life of fear and physical torture, has made them impatient to leave. They want to be evacuated to Palestine now, just as other national groups are repatriated to their homes.

End of focused study 4

Focused study 5: Protest and change — Feminism in the USA (1960–1979)

Inquiry question: To what extent was the growing participation of women in the workforce the main reason for the emergence of the feminist protest movement?

Source A **Context:** An extract from the anonymous online article “The Pill and the Women’s Liberation Movement”, published on the Public Broadcasting Service’s website pbs.org (2003).

Content: In the decade after the Pill was released, the oral contraceptive gave women highly effective control over their bodies. By 1960, the baby boom* was taking place. Mothers, who had four children by the age of 25, still faced another 15 to 20 fertile years. Growing families were confined into small houses, restricted by rising costs.

As the 1960s progressed, the women’s liberation movement gained momentum alongside the civil rights and anti-war movements. It was a time of tremendous change, especially for women. Though popular culture had glorified the image of the happy homemaker; in reality, vast numbers of American women worked outside the home. The female employment rate had decreased after World War II, but by 1954 more women were in the workforce than during the height of the war. Yet, most women still worked in low paying jobs. The Civil Rights Act of 1964 prohibited employment and educational discrimination. This helped make it possible for women to go into professional fields, although the Pill also played a significant role. With almost 100% fertility control, women were able to postpone having children to pursue a career.

* baby boom: the increase in the birth rate between 1946 and 1964 in the United States

Source B

Context: An extract from the academic article “Black feminism and intersectionality” by Sharon Smith (2014), a socialist and anti-racist writer and activist.

Content: In the 1960s, the contrast between the oppression suffered by white middle-class and Black women was obvious.

[...]

Betty Friedan’s *The Feminine Mystique*, published in 1963, gave voice to the anguish of white middle-class housewives who were trapped in their suburban homes; ... but ignored the very real class and racial differences that exist between women.

[...]

Friedan praised stay-at-home mothers who had shown the courage to break from their traditional roles to seek well-paying careers. She wrote sympathetically that these women still “had problems—juggling their pregnancies, finding nurses and housekeepers.” Yet she didn’t find it worthy to comment on the lives of those nursemaids, servants and housekeepers hired by career women, who had been working outside their homes for a long time.

[...]

Soon after *The Feminine Mystique* was published, left-wing civil rights activist Gerda Lerner wrote to Friedan. She praised the book but also expressed “one reservation”: the book only addressed the “problems of middle class, college-educated women.” Lerner noted that “working women, especially Negro women, work not only under the disadvantages imposed by the feminine mystique, but also under the more pressing disadvantages of economic discrimination.”

[...]

Black women who did read the book seldom responded as enthusiastically as white readers did.

(Focused study 5 continues on following page)

(Focused study 5 continued)

Source C

Context: Extracts from the book *The Feminine Mystique* by Betty Friedan (1963), a psychology graduate, journalist and feminist activist from the USA. She published the bestseller *The Feminine Mystique* in 1963 after conducting a five-year interview process with mostly White middle-class women. In 1966, she co-founded the National Organization for Women (NOW) and became its first president. She also helped create the National Women's Political Caucus and the National Association for the Repeal of Abortion Laws.

Content: In 1960, *the problem that has no name* exploded as the media began to report the actual unhappiness of the American housewife. For example, *Time*'s cover story on "The Suburban Wife, an American Phenomenon" protested: "[Housewives are] having too good a time to believe that they should be unhappy." *The problem* was dismissed, and the mass media concluded that women were unhappy because of the incompetence of appliance repairmen* (*New York Times*), or the distances children must be driven in the suburbs (*Time*).

[...]

Yet, some also said that *the problem* lay in education: more women had education, which naturally made them unhappy in their role as housewives. In a recent study of all the classes that have graduated from Barnard College, a significant minority of earlier female graduates blamed their education for making them want "rights".

[...]

Women who suffer *the problem* have lived their whole lives in the pursuit of feminine fulfillment. They are women whose greatest ambition has been marriage and children. For these daughters of the American middle class, no other dream was possible.

[...]

Yet, *the problem that has no name* is not a matter of loss of femininity or too much education. ... The chains that trap so many American women today are chains in their own minds and spirit. They are chains made up of mistaken ideas and misinterpreted facts, of incomplete truths and unreal choices. They are not easily seen and not easily shaken off.

* repairmen: people who repair household items

End of focused study 5

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References:

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History

Higher level and standard level

Paper 1

Specimen paper

1 hour 15 minutes

Instructions to students

- Do not open this examination paper until instructed to do so.
- The history higher level and standard level paper 1 source booklet is required for this examination paper.
- Answer all three questions from one focused study using the relevant inquiry question and sources in the source booklet.
- The maximum mark for this examination paper is **[24 marks]**.

Focused study	Questions
1: Climate and innovation	1 – 3
2: Independence and identity	4 – 6
3: Political and economic transitions	7 – 9
4: Conflict and displacement	10 – 12
5: Protest and change	13 – 15

Focused study 1: Climate and innovation — The Aztec Empire (circa 1428–1469)

Read the inquiry question and sources A to C in the source booklet and answer questions 1 to 3.

Inquiry question: To what extent was the expansion policy of the Triple Alliance the most significant factor that prompted innovation in the Aztec Empire?

1. Explain how the content of **both** Source A and Source B can be used to answer the inquiry question. [6]
2. Analyse how the context of Source C influences how it can be used to answer the inquiry question. [6]
3. Examine how the perspectives in **all** the sources can be used to answer the inquiry question. [12]

Focused study 2: Independence and identity — Kenyan independence (1945–1978)

Read the inquiry question and sources A to C in the source booklet and answer questions 4 to 6.

Inquiry question: To what extent was British colonial rule the most important factor in the emergence of the Kenyan independence movement?

4. Explain how the content of **both** Source A and Source B can be used to answer the inquiry question. [6]
5. Analyse how the context of Source C influences how it can be used to answer the inquiry question. [6]
6. Examine how the perspectives in **all** the sources can be used to answer the inquiry question. [12]

Focused study 3: Political and economic transitions — The Meiji Restoration (1853–1894)

Read the inquiry question and sources A to C in the source booklet and answer questions 7 to 9.

Inquiry question: To what extent was the influence of the United States the main cause of the Meiji Restoration?

7. Explain how the content of **both** Source A and Source B can be used to answer the inquiry question. [6]
8. Analyse how the context of Source C influences how it can be used to answer the inquiry question. [6]
9. Examine how the perspectives in **all** the sources can be used to answer the inquiry question. [12]

Focused study 4: Conflict and displacement — Post-war displacement in Europe (1945–1960)

Read the inquiry question and sources A to C in the source booklet and answer questions 10 to 12.

Inquiry question: To what extent was persecution the main reason for post-war mass displacement in Europe?

10. Explain how the content of **both** Source A and Source B can be used to answer the inquiry question. [6]
11. Analyse how the context of Source C influences how it can be used to answer the inquiry question. [6]
12. Examine how the perspectives in **all** the sources can be used to answer the inquiry question. [12]

Focused study 5: Protest and change — Feminism in the USA (1960–1979)

Read the inquiry question and sources A to C in the source booklet and answer questions 13 to 15.

Inquiry question: To what extent was the growing participation of women in the workforce the main reason for the emergence of the feminist protest movement?

13. Explain how the content of **both** Source A and Source B can be used to answer the inquiry question. [6]
 14. Analyse how the context of Source C influences how it can be used to answer the inquiry question. [6]
 15. Examine how the perspectives in **all** the sources can be used to answer the inquiry question. [12]
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Markscheme

Specimen

History

Higher and Standard level

Paper 1

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Focused study 1: Climate and innovation— The Aztec Empire (c.1428–1469)

1. Explain how the content of **both** Source A and Source B can be used to answer the inquiry question. (6 marks)

Source A

- In support of the IQ, the Triple Alliance began a program of expansion that allowed for wealth accumulation through tribute and tax payment.
- The Triple Alliance's program of expansion allowed vast territorial control, enhancing trade, and hence more wealth accumulation.
- Wealth and urbanization allowed the arts to flourish.
- The role of the King in sponsoring the arts (with propaganda intentions) should also be acknowledged as a factor that prompted innovation.

Source B

- As with Source A, and in support of the IQ, innovation was achieved through military power and expansion. Expansion brought wealth (through tribute and captives) and led Tenochtitlán to grow into one of the greatest cities in the world.
- Challenging assumptions in the IQ, the extent of innovation was not as profound as often thought of. For example, it did not benefit all members of the empire equally.
- Also challenging assumptions in the IQ, the empire was in a vulnerable state, thus needed sacrifices and more war.
- Other factors prompted innovation. For example, social stratification, use of terror and tyranny, Flower Wars.

2. Analyse how the context of Source C influences how it can be used to answer the inquiry question. (6 marks)

- Illustrations are contemporary, produced by a local artist and compiled by a Spaniard who was raised in Mexico and acquainted with its traditions and practices.
- The purpose of the Codex is to provide a broad and general account of Aztec history, relevant to analyze factors that prompted innovation.
- Cultural and religious bias in Duran's compilation may affect some of the implications presented in the illustrations.
- The Codex aims to provide a broad history of the Aztecs and is not specific on the factors that prompted innovation.
- Students may analyze how such context influences references presented by the source to factors facilitating innovations including warfare and the system of government. For example, students may argue that the central position in which warfare and human sacrifice are illustrated responds to Duran's western principles. Students may also suggest that no explicit reference is made by the illustrations to factors facilitating innovation, as such an analysis must be inferred.

3. Examine how the perspectives in **all** the sources can be used to answer the inquiry question. (12 marks)

- Source A was written by historians, credible and academic; but only focused in understanding the history of Aztec culture. It refers to the origin of the Triple Alliance and implies that its program of expansion prompted innovation: before the Triple Alliance city states stood as modest urban

centers, but after the Triple Alliance began its program of expansion, the size and opulence of the city overwhelmed the Spaniards. Though no explicit causal relations are established, there is an implication that such a program permitted wealth accumulation through tax and tribute payment; enhanced trade; and allowed the arts to flourish.

- Source B's perspective is published by the Department of History of a University, nevertheless, it is a thesis paper by a student. It mainly proposes that warfare led to unsustainable growth. Thus, it may be used to argue that while expansion through warfare facilitated innovation, this did not benefit all regions and peoples in the Aztec empire equally or for long.
- Source C is an eyewitness source, which depicts the conquest of Xochimilco by the Triple Alliance. The source portrays the central role of warfare and human sacrifice, and the use of tributary populations as a means to achieving innovation in systems of communication. It also refers to other items of innovation, for example in architecture, weaponry, system of government and even agriculture with the green gardens in the bottom left. However, there is no explicit reference to the factors that led to such innovations.
- Connections between sources: Source B agrees with Source A that Tenochtitlán was a center of innovation. It also agrees with Source A that expansion facilitated growth, for example through tribute and wealth accumulation. Source C may be used to support such perspectives, as portraying the central role of warfare and evidencing how the population of tributary areas was used to enhance innovation. Still, different to Source A, Source B points to the limits of innovation: not everyone benefited from innovation in Tenochtitlán or in the rest of the empire. This may also be supported by Source C, which evidences social stratification, for example in the difference in clothing worn by warriors, the tlahtoani of Tenochtitlán and other figures. Source B argues that the Aztecs needed to exercise terror and tyranny to maintain power and implies that the same strategy that allowed for innovation may have prompted the Empire's vulnerability. Source C also evidences the central role that human sacrifice bore. The limitations of the perspectives and evidence in the sources is the lack of development of causal relations.

Focused study 2: Independence and identity— Kenyan independence (1945–1978)

4. Explain how the content of **both** Source A and Source B can be used to answer the inquiry question. (6 marks)

Source A

- Supports the IQ, as it stresses that problems revolved around the scarcity of land.
- A factor prompting the desire for independence may have been government disregard for Africans' problems - they knew about this problem and ignored it and diminished opposition as criminal.
- The issue of no political representation is also acknowledged as a factor.
- Settlers' social, political, and economic supremacy was a relevant factor.

Source B

- In support of the IQ, Kikuyu had most of their land taken by European settlers.
- Kikuyus were forced to live in overcrowded areas.
- Many Kikuyus were forced to become tenants.
- As with Source A - not just land - but the lack of political representation was a key factor in the rise of the independence movement.

5. Analyse how the context of Source C influences how it can be used to answer the inquiry question. (6 marks)

- The account can contextualise the reasons for the independence movement from an eyewitness perspective, whose analysis profits from hindsight.
- The author's personal story and background as a human rights activist enriches his analysis of the aims of the Africans.
- As his family was involved in fighting British rule, he would defend the reasons for this.
- He may have reassessed impact of colonial policies as he had a negative experience of the post-independence government.
- Students may analyse how such context influences references presented by the source to some factors that prompted independence, including the significance of the role of the Second World War, the issue of land, the oppression of British rule and the quest for freedom.

6. Examine how the perspectives in **all** the sources can be used to answer the inquiry question. (12 marks)

- Source A's perspective is from a professor of history, credible and academic. It mainly proposes that British land policy was a significant factor in the rise of the independence movement in Kenya. Nevertheless, it may also suggest that British disregard for Kenyan's demands, given their lack of political representation and their sense of superiority may have been more significant factors.
- Source B's viewpoint comes from another academic but with experience and specialism in African Studies. It highlights the role of British land policy and scarcity of land as a factor in the rise of the independence sentiments in Kenya, and of other colonial policies including lack of political participation as triggers for the organization of armed revolt.
- Source C offers an eye-witness testimony and may represent the perspectives of those who engaged in the violent resistance movements. As a Kenyan that was involved in the post-independence government he also can contextualise and offer a degree of a balance on the reasons for the rise of the movement. It highlights the significance of land tenure for Kenyans, the role of the Second World War, and British land policy as factors in the rise of the independence sentiments.
- Connections between sources: All three sources highlight British land policy as a factor in the rise of the independence movement in Kenya. Whereas the IQ is supported by all three sources, other

factors driving the independence movement are outlined, for example the lack of political representation for Black Kenyans and the impact of the Second World War. There are also differences between the sources, such as the relative importance of the Kikuyu and the impact of the Second World War. Sources may be compared and contrasted in terms of the significance attributed to each factor. The limitations of the perspectives and evidence in the sources is the lack of development of the role played by resistance of the Kenyan African Union (KAU) from 1944 in the rise of the Kenyan independence movement.

Focused study 3: Political and economic transitions — The Meiji Restoration (1853–1894)

7. Explain how the content of **both** Source A and Source B can be used to answer the inquiry question. (6 marks)

Source A

- Perry arrived with modern weapons and the Shogun was unable to repel the USA and maintain seclusion. The Shogunate was made to look weak. The USA's power rather than influence can be considered as a leading factor.
- In support of the inquiry question, the Treaty of Kanagawa opened up Japan to USA trade and ideas.
- The signing of the Treaty provided critics with a rallying point around Emperor. This may suggest that it was political divisions rather than the influence of the USA that led to the Meiji Restoration.
- Lower ranking samurai now focused on the idea of 'restoration' due to the impact of the USA's actions.

Source B

- As with Source A, the role of internal divisions is stressed: the ruling military class was already divided, and lower military class had allied with wealthy farmers to reform their positions before the USA influence.
- The alliance turned dissatisfaction into an active campaign to oppose the Shogunate.
- Perry ended self-imposed isolation by force which undermined the premise of the Shogunate in its role of protecting Japan.
- Treaty ports caused economic issues and suffering to the lower classes.

8. Analyse how the context of Source C influences how it can be used to answer the inquiry question. (6 marks)

- It is a contemporary perspective from an influential counsellor to the Tokugawa government. It can be used as evidence of the ideas of the reformers and their motivations for reform.
- ✗ However, his ideas were seen as radical at the time and he was put under house arrest. This evidences resistance to reformist ideas.
- ✗ Students may also suggest that this is only one counsellor / samurai's opinion, whose experience is probably based on one territory in Japan. Furthermore, he was not directly involved in the policies or decisions at time of transition and the Restoration in 1868.
- Its persuasive purpose as a call to action may lead to exaggerations.
- Students may analyse how such context has influenced references presented by the source on how the 'USA influence' led to the Meiji restoration. For example, students may argue that the source provides evidence of how the Tokugawa government was exposed to the USA's ideas regarding politics and organization of power as the basis for reform in Japan; nonetheless the ideas were rejected.

9. Examine how the perspectives in **all** the sources can be used to answer the inquiry question. (12 marks)

- Source A's perspective comes from an expert on military history. It offers insight and understanding of the role of the military in politics in Japan, and can contextualise the transition era as it focuses its analysis from the times of the Samurai through to this century, highlighting the influence of the incompetence of the Shogunate in handling Perry's visits as a significant factor in causing the Meiji Restoration. However, students may argue this is a US perspective, not Japanese, and that the

book covers a broad sweep of history and focuses on the military dynamic rather than economic and political factors. This may have led to an overemphasis on the role of USA power.

- Source B presents a Japanese perspective with hindsight on events from a specialist in economics. It reveals political divisions prior to USA influence which challenges the focus of the inquiry question; but then draws in the impact of the USA in opening up Japan, and the economic impact of the new treaty ports, which led to discontent. It explains the importance of the alliance of lower military classes and wealthy farmers, who had a unifying slogan of 'exclusion of foreigners'.
- Source C is a primary Japanese perspective which supports the premise in the inquiry question as it highlights how some significant counsellors to the Tokugawa government advocated for an American/western political system less than a decade after the Treaty and opening up to the west. His proposals draw on both the USA's political system to promote reform and political transition in Japan. Nevertheless, students may argue that this counsellor was imprisoned for his radicalism and therefore his views might not represent broader opinion or sentiments.
- Connections between sources: Both source A and B suggest that the missions of Commodore Perry and the Treaty were turning points for the shogunate regime and accelerated the political and socio-economic transition in Japan. The sources suggest western action had a significant impact on the pace of transition in Japan: while Source A points to its political impact, Source B stresses its socio-economic consequences. In turn, Source C evidences the significance of the USA's influence from an ideological perspective. Finally, sources also suggest that other factors were at play—the longer-term decline of the Tokugawa Shogunate, stagnation, political divisions and demands for modernization.

Focused study 4: Conflict and displacement — Post-war displacement in Europe (1945–1960)

10. Explain how the content of **both** Source A and Source B can be used to answer the inquiry question. (6 marks)

Source A

- The role of forced labour to cater for German needs is stressed as a factor in displacement. This may be considered a consequence of German persecution.
- The source highlights Polish DPs fear of reprisals from a Soviet backed regime, highlighting the role of persecution as a reason for post-war mass displacement.
- Other dynamics such as the displacement of French resistance fighters are also mentioned.
- To counter the IQ, the role of the Allied Victory and how redrawn borders led to displacement can also be considered.

Source B

- Supporting the IQ, the source focuses on role of persecution with regards to the Jewish population.
- As with Source A, the threat/fear of Stalinist persecution for Eastern Europeans is also considered.
- It suggests DPs resulted from 'no homes to return to' which could also be considered as an economic factor or reason and also related to combat operations and/or allied victory.

11. Analyse how the context of Source C influences how it can be used to answer the inquiry question. (6 marks)

- The author visited DP camps in July 1945 after being asked by the United States president; thus, he provides a contemporary account delivered in an official capacity.
- He offers a potentially more objective viewpoint of the DP situation having arrived in Europe after the war and when the DP camps had been established. Thus, he could conduct interviews with DPs to gain eye-witness testimonies regarding the reasons for displacement. This means that the perspective presented is based on evidence.
- Perspective is from only the USA's point of view, by an expert in United States domestic immigration with limited experience in the field (the author became involved with intergovernmental refugees only in March 1945).
- The report was based on visits to a limited number of camps and only those in western zones which means the perspectives of DPs in the east of Europe are missing.
- Students may analyze how such context influences references presented by the source on the factors leading to displacement. For example, students may argue that the author's personal experience visiting camps in western Europe led him to focus his analysis only on the nature of Jewish DPs and their specific experience of the role of persecution in their displacement.

12. Examine how the perspectives in **all** the sources can be used to answer the inquiry question. (12 marks)

- Source A's perspective is that of a historian specialising in post-war DP. It offers an academic perspective with the benefit of hindsight from a specialist in central and eastern Europe - focus on Polish DP issue. The source proposes a number of factors for post-war mass displacement in Europe, including former forced labourers, liberated fighters, fear of Soviet persecution, and redrawn borders; but makes no assessment of their relative significance.
- Source B's perspective is also that of a historian specialising in post-war DP. This source highlights the issue of homelessness, Jewish and non-Jewish DPs and fear of Stalinism, with evidence that supports the focus of the inquiry question on the role of persecution.

- Source C focuses on the plight of Jewish DPs and the report highlights the role of long-term persecution and 'statelessness' in causing displacement. It is a contemporary report, from a non-European and was written in the in context of firsthand experience with DP camps. Its main analysis is on the impact of persecution and the Holocaust, supporting the inquiry question.
- Connections between sources: All three sources provide clear references to persecution and fear of reprisals as factors in mass post-war displacement. However, students may argue that while Source B and C may be used as evidence to support the relative significance of this factor, Source A mentions persecution along other factors, including the impact of combat operations and allied victory. Students may also contrast Sources B and C in that Source B refers to both German persecution against the Jews and Stalinist persecution, whereas Source C, written in 1945, only refers to the plight of Jewish DPs.

Focused study 5: Protest and change — Feminism in the USA (1960–1979)

13. Explain how the content of **both** Source A and Source B can be used to answer the inquiry question. (6 marks)

Source A

- The pill gave women control over their fertility, which allowed them to enter the workforce or pursue a career. The pill may be understood as a contributing factor to the emergence of the feminist movement, or as an indirect factor that led to greater participation of women in the workforce.
- The source also refers to the civil rights and anti-war movements as contributing factors. In support of the IQ, the Civil Rights Act of 1964 helped make it possible for women to go into professional fields.
- The source refers to growing participation of women in the workforce and inequalities in employment during the late 1950s and 60s. These could be understood as contributing factors.
- Students may still explain that the source does not explicitly express causal relations between the pill, growing participation of women in the workforce and the emergence of the feminist movement. Causal relations may be understood and analysed in different directions.

Source B

- Feminist writing, such as Friedan's *The Feminine Mystique*, gave voice to the anguish of women, which may be understood as a contributing factor.
- White middle-class women were doomed to domesticity - it was not growing participation in the workforce, but lack of it that contributed to the rise of the movement.
- Black and working-class women suffered class and race oppression—it was not growing participation in the workforce but structural conditions of such participation that contributed to the rise of the movement.
- Challenging the IQ, the source suggests that participation of black and working-class women in the workforce was prior to the emergence of the feminist movement.

14. Analyse how the context of Source C influences how it can be used to answer the inquiry question. (6 marks)

- This is a contemporary source, which as a bestseller of the time, reflects ideas that were becoming popular. It can be used as evidence of popular literature that prompted women to rise into a movement.
- The author had a degree in psychology and was a journalist; and conducted a five-year interview process before publishing her book. This means that the perspective presented is based on evidence and expert analysis.
- Students may argue that the source proposes mainly a psychological / sociological explanation to understand the rise of the feminist movement, thus its focus is narrow.
- Its persuasive purpose as a call for women to action may lead to exaggerations.
- Students may analyse how such context influences references presented by the source to factors that prompted the feminist movement including the role of education, the mass media and early feminist literature. For example, students may argue that the persuasive nature of the source led the author to exaggerations as to the role of the mass media in creating gender stereotypes.

15. Examine how the perspectives in **all** the sources can be used to answer the inquiry question. (12 marks)

- Source A presents a perspective from a popular media outlet which profits from hindsight, but which may lack expert historiographic analysis. Its purpose is to explore the links between the Pill and the Women's Liberation Movement, suggesting that expanded access to contraceptives enhanced the feminist movement. To do so, it explores the relation between contraception and access to the workforce, which may be argued, propelled the Women's Liberation Movement. Nonetheless, no explicit causal relations are established. The source also points to other factors that contributed to the feminist movement such as the civil rights and anti-war movements.
 - Source B presents the views of an expert writer, with a socialist perspective. It may be used to argue that the influence of early feminist literature among middle class college educated women was a factor leading to the emergence of the feminist movement. Yet, it stresses that such literature failed to engage Black and working-class women into the movement. Furthermore, it argues that participation of American women in the workforce was longstanding, thus suggesting that it was not a factor that determined the emergence of the feminist movement.
 - Source C is addressed to middle-class educated women and stands as a call for action. Its purpose is to help women break away from gender stereotypes. It may be used to challenge the IQ, to argue upon the importance of early feminist literature in the emergence of the feminist movement. It may also be used to suggest that it was the lack of participation of women in the workforce which prompted the movement.
 - Connections between sources: Source A corroborates a growing participation of women in the workforce by 1954, opposite to Source C which depicts women mainly as homemakers during the 1950s. As with Source A, Source B also argues that participation of women in the workforce was longstanding, though Source B specifically refers to Black and working-class women and argues that this population was not necessarily engaged in the feminist movement. Thus, only the perspective in Source A may be used to argue in favour of the IQ. Source B and Source C may be used to argue that the influence of early feminist literature was a factor leading to the emergence of the feminist movement. Yet, different to Source C, Source B suggests that such literature only engaged middle class college educated women.
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History

Higher level and standard level

Paper 2

Specimen paper

1 hour 45 minutes

Instructions to students

- Do not open this examination paper until instructed to do so.
- Section A: answer one question.
- Section B: answer both parts of one of the questions.
- The maximum mark for this examination paper is **[25 marks]**.
- The word “regions” refers to the following four regions: Africa and the Middle East, the Americas, Asia and Oceania, and Europe.

Section A

Answer **one** of the following questions.

Cause and consequence

1. Analyse how historical events have had multiple causes. Use **one** example from your thematic study to support your response. [6]

Perspectives

2. Analyse how historical events can be viewed from different perspectives. Use **one** example from your thematic study to support your response. [6]

Section B

Answer **both** part (a) and part (b) of **one** of the following questions.

Thematic study 1: Conflict (from 750 CE onwards)

3. (a) Explain how conflict has affected the experience of a marginalized group. Use **one** example from the thematic study in your response. [4]
- (b) To what extent has the mobilization of resources been the most important factor in determining the outcome of conflict? Use at least **two** examples of conflicts from at least **two** regions to support your response. [15]
4. (a) Explain how a military outcome has led to peace. Use **one** example from the thematic study in your response. [4]
- (b) To what extent have social factors been a cause of conflict? Use at least **two** examples of conflicts from at least **two** regions to support your response. [15]

Thematic study 2: Innovation and transformation (from 750 CE onwards)

5. (a) Explain how established authorities have resisted innovations. Use **one** example from the thematic study in your response. [4]
- (b) To what extent have innovations resulted in political change? Use at least **two** examples of innovations from at least **two** regions to support your response. [15]
6. (a) Explain how innovations have affected the experiences of social elites. Use **one** example from the thematic study in your response. [4]
- (b) To what extent have environmental factors led to the emergence of innovations? Use at least **two** examples of innovations from at least **two** regions to support your response. [15]

Thematic study 3: Authoritarian rule (from 1750 CE onwards)

7. (a) Explain how economic factors have led to the emergence of authoritarian rule. Use **one** example from the thematic study in your response. [4]
- (b) To what extent did the social effects of authoritarian rule change people's lives? Use at least **two** examples of authoritarian rule from at least **two** regions to support your response. [15]
8. (a) Explain how propaganda has been used to maintain authoritarian rule. Use **one** example from the thematic study in your response. [4]
- (b) To what extent were external threats the most significant challenge to authoritarian rule? Use at least **two** examples of authoritarian rule from at least **two** regions to support your response. [15]

Thematic study 4: Popular movements (from 1750 CE onwards)

9. (a) Explain how ideas have contributed to the emergence of popular movements. Use **one** example from the thematic study in your response. [4]
- (b) To what extent was non-violence the most effective method to create change through popular movements? Use at least **two** examples of popular movements from at least **two** regions to support your response. [15]
10. (a) Explain how popular movements led to political change. Use **one** example from the thematic study in your response. [4]
- (b) To what extent did divisions within popular movements impact their effectiveness? Use at least **two** examples of popular movements from at least **two** regions to support your response. [15]
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Markscheme

Specimen paper

History

Higher / Standard level

Paper 2

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

Annotation	Explanation
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
	Lacks depth
	Not Answered Question
	Lengthy narrative
	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.

Section A

Cause and Consequence

1. Analyse how historical events have had multiple causes. Use **one** example from your thematic study to support your response. (6 marks)

Students are required to consider causation in relation to an historical event they have studied. These causes may include, for example, the interplay among historical actors, who are the people (individuals or groups) who take actions, and the conditions within which these actors operate. Wars, for instance, may be triggered by diplomatic issues as well as territorial incursions across national boundaries. Economic crises may be caused by poor management of a country's finances as well as global events. Technological innovations may result from necessity as well as new inventions. One example should be chosen with analysis given of how it is viewed through multiple causes.

Perspectives

2. Analyse how historical events can be viewed from different perspectives. Use **one** example from your thematic study to support your response. (6 marks)

Students are required to consider how an historical event may be viewed from different perspectives. For contemporary/contemporaneous perspectives, reasons may include the differing vantage point or the social status of eyewitnesses. Retrospectively, events may be impacted by changing moral values, for example, the condemnation of slavery. Historical interpretations, meanwhile, may differ according to the availability of new evidence or developments in historiography. One example should be chosen with an analysis of how it has been seen from different perspectives.

Section B

Thematic study 1: Conflict (from 750 CE)

3. (a) Explain how conflict has affected the experience of a marginalized group. Use **one** example from the thematic study in your response. (4 marks)

Students must explain how conflict has affected the experience of a marginalized group. These experiences may be social, political, and/or economic. Reasons may include military victory/defeat, economic factors, political or diplomatic actions. Examples may include the effects of war on religious or ethnic minorities, genocide, the displacement/migration of populations, or the creation of new states/territories. The example need only consider the experience of one marginalized group.

(b) To what extent has the mobilization of resources been the most important factor in determining the outcome of conflict? Use at least **two** examples of conflicts from at least **two** regions to support your response. (15 marks)

Students must consider the extent to which the mobilization of resources contributed to the outcome of at least two conflicts chosen from different regions. The resources considered may be natural, economic, human, or military or some combination of these. Students may consider the extent to which the switch to a wartime economy and the centralization of economic decision-making contributed to the outcome of the conflict. The relative effectiveness of conscription/recruitment could also be considered, as well as that of the mobilization of the civilian population. The nature of the war, be it a civil war, total war, or guerilla war, and its effect on the mobilization of resources may also be considered. The role that alliances and the sharing of resources played in the outcome could also be factors considered. Students may argue that other factors such as leadership or strategy played a greater role in the outcome of conflicts. Regardless, the focus must be on the role the mobilization of resources played in the outcome of the conflict. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. (a) Explain how a military outcome led to peace. Use **one** example from the thematic study in your response. (4 marks)

Students are required to explain how a military outcome led to peace. Students may discuss the events/decisions that led to the outcome. Military outcome need not be absolute, but sufficient to end the war either through unconditional surrender or through a negotiated settlement. In the Third Crusade, for example, a temporary peace was achieved after the failure of Richard I to seize Jerusalem. The Battle of Waterloo resulted in the final defeat of Napoleon and brought peace to Europe. In Asia, Japan's naval victory in the Battle of Tsushima in the Russo-Japanese War led Russia to sue for peace. The Battle of Appomattox may be seen as the end of the US Civil War and as the victory of the Union forces that led to peace. The example need only consider military outcome as a factor bringing about peace.

(b) To what extent have social factors been a cause of conflict? Use at least **two** examples of conflicts from at least **two** regions to support your response. (15 marks)

Students must consider the extent to which social factors such as social structure, relative social status, ethnic divisions, perceived/actual injustice, nationalism, ideology, or religion has led to conflict. Social conditions need not be the only cause of conflict but must be the focus of the response. Students may consider how the inability to reconcile ethnic or other social divisions led to conflict either within a state or between states. Examples may include the Kosovo War where ethnic divisions fuelled conflict. In 1917, it may be argued that social division was sufficiently extreme to spark the events of the Russian Revolution. Other examples may consider the extent to which religious differences between states led to conflict, as with the Crusades or European Wars of Religion in the 16th Century. Likewise, in the 20th Century, ideology has led to civil conflicts in both Russia and China for example or conflicts between states as in the Korean conflict or the second conflict in Vietnam. Social and economic inequalities and their role in African wars of liberation could also be used as examples. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Thematic study 2: Innovation and transformation (from 750 CE)

5. (a) Explain how established authorities have resisted innovations. Use **one** example from the thematic study in your response. (4 marks)

Students are required to explain how established authorities have resisted innovations. The response can focus on technological, intellectual, scientific, or political innovations. Methods of resistance can be a combination of courts or legal means and violence as in the resistance to the Civil Rights movement in the United States or resistance to new ideas of the Russian Intelligentsia at the end of the 19th Century. Likewise, some students may explore how political elites resisted political innovation in places such as the United States, China, or Japan. Another approach may be to examine how religious elites resisted innovations in the expression of faith as in the Catholic Church's response to the Reformation. Official responses to the Arab Spring could also be used as an example. The example chosen need only examine resistance by established authorities and only requires one example.

(b) To what extent have innovations resulted in political change? Use at least **two** examples of innovations from at least **two** regions to support your response. (15 marks)

The question requires that students examine the degree to which innovation has resulted in political change. These innovations may be economic, intellectual, political, religious, scientific, or technological. Students may examine how innovations in concepts of equality and democracy led to the expanded franchise in various states. Likewise, the intellectual innovations of the European Enlightenment helped bring about the end of the Divine Right of Kings as a method of establishing political legitimacy. Similarly, ideological innovations such as the development of Marxism and Communism had far-reaching political ramifications in the 20th Century. Technological innovations at the beginning of the 19th Century helped create new political interests in the United Kingdom, impacting the political system there. The religious innovations of Luther and others diminished the political power of the Catholic Church in Europe. Students may also argue that some innovations did not result in

significant political change, such as the Scientific Revolution, or the information/computer revolution at the end of the 20th Century. The effect of ideology and the Cold War on African wars of liberation could also be an example. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. (a) Explain how innovations have affected the experiences of social elites. Use **one** example from the thematic study in your response. (4 marks)

Students are required to explain how innovation has affected the experience of social elites. The response can focus on technological, intellectual, religious, or political innovations. Examples can include the effect of Enlightenment thought on the social hierarchy in Europe. Other examples may explore how the technological innovations of the Industrial Revolution affected the position of the landed gentry in the United Kingdom or ideological innovation such as Marxism affected the position of the landlords in early twentieth century China.

(b) To what extent have environmental factors led to the emergence of innovations? Use at least **two** examples of different innovations from at least **two** regions to support your response. (15 marks)

The question requires that students consider the degree to which innovations have been the result of environmental conditions. The examples must be chosen from at least two regions. Students may argue that environmental factors have caused the development of innovations as in the Green Revolution's response to increasing population and the demand this put on the global food supply or the Agricultural Revolution in the United Kingdom during the 18th Century. Medical/scientific innovation has been the result of environmental factors as with treatments for diseases such as Yellow Fever, Malaria and other diseases. Climate change and the role played by fossil fuels led to the development of energy sources such as solar and wind technology in the late 20th Century. Students might also argue that other factors have played a relatively more significant role on the development of innovation as in the economic causes of industrialization or the social causes of ideological innovations such as socialism or democracy. Military necessity has also resulted in significant innovation. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Thematic study 3: Authoritarian rule (from 1750 CE)

7. (a) Explain how economic factors have led to the emergence of authoritarian rule. Use **one** example from the thematic study in your response. (4 marks)

Students are required to explain how economic factors led to the emergence of authoritarian rule. They may consider the monopoly over access to valuable resources; the collection of taxes; or the ability to control trade as examples of factors that may have contributed to increased authoritarianism. Similar factors may be linked to the spread of New Imperialism with economic control emanating from the metropole in the late 19th Century. Meanwhile, factors such as the long-term impact of hyper-inflation in 1923 and the widespread unemployment and economic hardship caused by the Great Depression arguably led to the emergence of Nazi Germany, while high inflation in post-war China along with endemic

poverty among the peasantry contributed to the emergence of the PRC. Only economic factors need to be considered with an explanation of how these contributed to the emergence of one example of authoritarian rule.

(b) To what extent did the social effects of authoritarian rule change people's lives? Use at least **two** examples of authoritarian rule from at least **two** regions to support your response. (15 marks)

The question requires that students consider the extent to which the social effects of authoritarian rule changed people's lives. The examples must be chosen from at least two regions. Appropriate examples may include the extent of social change brought about by absolute rulers such as Catherine the Great in her determination to modernise Russia. Meanwhile, New Imperialism led to a form of colonial rule that aimed to impose different social values and practice. In the modern era, the extent to which policies introduced by authoritarian regimes, such as Tanzania under Nyerere, Italy under Mussolini or Argentina under Perón, changed people's lives. Students will need to consider the extent to which authoritarian rule aimed to change people's lives and to determine how far such change affected workers or families, for example, or marginalised groups. It may be that, in some regimes, these changes were resisted or ignored. It may also be argued that, in some instances, change was short-term with communities reverting to more traditional beliefs and practices once a regime was removed or overthrown. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. (a) Explain how propaganda has been used to maintain authoritarian rule. Use **one** example from the thematic study in your response. (4 marks)

Using one example, students are required to explain how propaganda has been used to maintain authoritarian rule. Students may consider different types of propaganda, explaining how authoritarian states would control the dissemination of information supportive of the state in order to maintain power. For earlier periods, students may refer to the use of the assertions of the divine right of rulers by European monarchs. The celebration of military victories such as the Battle of Waterloo in 1815, were used to sway public opinion and to alleviate dissent. With the growth of literacy and mass production of newspapers, control over access to news and the widespread use of radio and television to publicise an ideology, as in Nazi Germany, may be considered. The widespread use of propaganda on social forums on the internet to rally support or to demonise opponents may be seen as another example of how modern authoritarian leaders aim to censor and control the distribution of information that favours the regime and so to maintain power. One example only should be chosen with a focus on how propaganda may be used to maintain authoritarian rule.

(b) To what extent were external threats the most significant challenge to authoritarian rule? Use at least **two** examples of authoritarian rule from at least **two** regions to support your response. (15 marks)

The question requires that students consider the extent to which external threats were the most significant challenge to authoritarian rule. The examples must be chosen from at least two regions. Students may consider how invasion by more powerful enemy forces led to the overthrow of early modern autocracies, with the Napoleonic Wars being one example.

Alternatively, the Allied response to the Axis powers would be an example of how modern armies effected the overthrow of dictatorial regimes. Students may also consider the significance of internal support for such invasions in the form of fifth columnists or resistance fighters. Other forms of external threats may be non-violent but nevertheless impactful such as a more appealing ideology or the promise of improved living standards, both of which may be relevant to the disintegration of the USSR, and how these may have diminished popular support for a regime. Other factors that may have been more significant may be considered such as internal rebellion or opposition from traditional sources of support such as the armed forces, the courts or religious institutions. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Thematic study 4: Popular movements (from 1750 CE)

9. (a) Explain how ideas contributed to the emergence of popular movements. Use **one** example from the thematic study in your response. (4 marks)

Students are required to explain how ideas may have contributed to the emergence of popular movements. There may, for example, have been the dissemination of a popular ideology that provided unifying goals for popular movements. Examples may include the appeal of civil rights for Indigenous populations that motivated the organisers of the Freedom Ride in 1965 to promote the rights of Aboriginal and Torres Straits Islanders or scientific concerns over climate change that led to support for public action through organisations such as Extinction Rebellion. Other appropriate examples may include the role of nationalism in the war for Greek independence from the Ottoman Empire or challenges to the policies of apartheid that led to the Anti-Pass campaign in South Africa. Only the role of ideas needs to be considered with an explanation of how this contributed to the emergence of one popular movement.

(b) To what extent was non-violence the most effective method to create change through popular movements? Use at least **two** examples of popular movements from at least **two** regions to support your response. (15 marks)

The question requires that students consider the extent to which non-violent methods were most effective in creating change. The examples must be chosen from at least two regions. Students may consider the effectiveness of Gandhi's satyagraha ideology based on non-violent civil disobedience and to weigh this against other factors that contributed to the achievement of Indian independence. In the US, the non-violence advocated by Martin Luther King may be contrasted with the more strident methods used by the Black Panther Movement. Whether the Suffragettes, as opposed to the Suffragists, were more effective in gaining the vote for British women would be an appropriate example to consider. In Africa, the Sudanese Revolution of 2018, when sustained civil disobedience resulted in the removal of President Omar al-Bashir, may be considered. It may also be argued that non-violence was effective only in relation to the support it received from international bodies. Alternatively, it may be argued that, ultimately, it was the perceived willingness to use violence that was the main precursor of change. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. (a) Explain how popular movements led to political change. Use **one** example from the thematic study in your response. (4 marks)

Using one example, students are required to explain how popular movements led to political change. In Britain, the Suffragettes carried out disruptive actions that brought attention to the demand for women's voting rights. In 1918, this succeeded in allowing partial suffrage for women that was, in 1928, extended to all adult women. In the Philippines, a popular movement in 1986, known as the Yellow Revolution, opposed the dictatorship of Ferdinand Marcos. The growth of opposition and the adoption of the yellow ribbon as a symbol of support for the widow of Senator Benigno Aquino, led to the election of Corazón Aquino as president and the Marcos family went into exile. The Civil Rights Movement in the US may also be a relevant example of a popular movement that succeeded in pushing for political as well as social reform with the Voting Rights Bill of 1965 being passed into law. In South Africa, the anti-apartheid movement demanded the end of segregation and the extension of democracy to include the non-white population. One example only should be chosen with a focus on how a popular movement led to political change.

(b) To what extent did divisions within popular movements impact their effectiveness? Use at least **two** examples of popular movements from at least **two** regions to support your response. (15 marks)

The question requires that students consider the extent to which divisions within a popular movement impacted its effectiveness with examples chosen from at least two regions. The effectiveness of the movement for independence in India may be seen as having been impacted by the differing aims between Congress and the All-India Muslim League, although it may be argued that, regardless of this division, ultimately independence was achieved. During the French Revolution, divisions emerged between the Girondists and Jacobins and students may consider how far this impacted the effectiveness of the Revolution. Students may consider the failure of the Occupy Wall Street movement and the extent to which internal divisions with differing aims contributed to its demise. Other factors that were more, or less, significant in impacting the effectiveness of popular movements may be considered and these may include, for example, the quality of the leadership, the harshness of reprisals or compromises that may have satisfied some or most of the proponents for change. Students may also consider popular movements that succeeded despite internal divisions and/or failed because of a lack of unity. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

History
Higher level
Paper 3 – history of Europe

Specimen paper

2 hours

Instructions to students

- Do not open this examination paper until instructed to do so.
- Answer two questions, each from a different regional study.
- Each question is worth **[15 marks]**.
- The maximum mark for this examination paper is **[30 marks]**.

Regional study 1: Medieval kingdoms and empires (circa 750–1400)

1. “Dynastic factors were the main cause of the expansion of medieval kingdoms and empires.” To what extent do you agree with this claim? Answer with reference to **one** medieval kingdom or empire.
2. “Internal challenges were the most important factor in the decline of medieval kingdoms and empires.” To what extent do you agree with this view? Answer with reference to **one** medieval kingdom or empire.

Regional study 2: Renaissance and Reformation (circa 1350–1700)

3. To what extent do you agree with the claim that papal patronage was the most significant factor in the emergence of the Italian Renaissance?
4. “Luther’s ideas were not the main cause of the Reformation in Germany.” To what extent do you agree with this perspective?

Regional study 3: Enlightenment and Absolutism (1600–1800)

5. “The Scientific Revolution was a catalyst for the Enlightenment.” To what extent do you agree with this perspective?
6. “Their foreign policy aimed to increase their power.” To what extent do you agree with this claim? Answer with reference to **one** enlightened despot.

Regional study 4: The French Revolution (1774–1815)

7. “Robespierre was responsible for the radicalization of the revolution from 1790 to 1794.” To what extent do you agree with this argument?
8. “Napoleon’s domestic policies had a negative impact on the French economy and society.” To what extent do you agree with this statement?

Regional study 5: Unification of Germany and Italy (1815–1871)

9. “The nature of monarchy during the Vormärz period was the main contributor to the growth of German nationalism and liberalism up to 1848.” To what extent do you agree with this perspective?
10. “Social and economic factors contributed to the unification of Italy up to 1871.” To what extent do you agree with this statement?

Regional study 6: Europe and the First World War (1871–1923)

11. “The European Alliance system maintained peace and stability from 1871 to 1890.” To what extent do you agree with this statement?
12. “The aim of the main participants when negotiating the Paris Peace treaties (1919–1923) was to stabilize Europe.” To what extent do you agree with this view?

Regional study 7: The Russian Revolution (1855–1924)

13. “The main aim of Alexander II’s reforms was to modernize Russia.” To what extent do you agree with this statement?
14. “The Provisional Government collapsed because of the power of the Soviets.” To what extent do you agree with this perspective?

Regional study 8: European totalitarianism (1918–1941)

15. “Hitler was able to consolidate his power by August 1934 because he had popular support.” To what extent do you agree with this argument?
16. To what extent do you agree with the claim that the most important reason for Stalin’s rise to power by 1929 was the weakness of his opponents?

Regional study 9: Europe and the Second World War (1918–1949)

17. “The policy of appeasement was responsible for the outbreak of the Second World War.” To what extent do you agree with this claim?
18. “The wartime alliance between Britain, the USA and the USSR (1941–1945) was key to defeating the Axis powers in Europe in 1945.” To what extent do you agree with this perspective?

Regional study 10: Democracy, authoritarianism and conflict in Spain (circa 1920–2020)

19. “Economic factors were the main cause of instability in Spain from 1918 to 1931.” To what extent do you agree with this statement?
20. “The result of the Spanish election in 1982 was the most significant moment in Spain’s transition to democracy.” To what extent do you agree with this argument?

Regional study 11: The USSR and post-Soviet Russia (1945–2020)

21. “The failure of Khrushchev’s domestic policies was the main reason for his removal from power in 1964.” To what extent do you agree with this perspective?
22. “Yeltsin’s policies were not always successful.” To what extent do you agree with this claim?

Regional study 12: Europe during and after the Cold War (1945–2020)

23. “Differing ideologies were the main factor in the emergence of the Cold War in Europe by 1949.” To what extent do you agree with this view?
24. “External factors allowed Tito to resist Soviet control.” To what extent do you agree with this statement?

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Markscheme

History

Higher level

Paper 3 – history of Europe

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Level Descriptor

0	Answers do not reach a standard described by the descriptors below. The response demonstrates some historical knowledge but does not address the argument in the question.
1-3	The response is an outline of unsubstantiated assertions or generalizations , with minimal reference to perspectives which lack relevance . The response does not lead to a clear judgement
4-6	The response shows limited understanding of the argument in the question. The response is descriptive , and reference to perspectives are vague or unsupported. A superficial judgement is stated though this is not supported by the rest of the response The response shows some understanding of the argument in the question, though this lacks depth.
7-9	The response gives some limited evaluation of perspectives on the argument, though is more often descriptive. The response gives a judgement which is partially consistent with the evaluation
10-12	The response shows understanding of the argument in the question. The response gives an evaluation of perspectives on the argument, though this lacks depth or balance. The response gives a partially substantiated judgement which is consistent with the evaluation
13-15	The response shows an in-depth understanding of the argument in the question. The response gives a thorough and well-balanced evaluation of a range of perspectives on the argument. The response gives a substantiated judgement which is consistent with the evaluation

Regional study 1: Medieval kingdoms and empires (circa750–1400)

- 1) “Dynastic factors were the main cause of the expansion of medieval kingdoms and empires.” To what extent do you agree with this claim? Answer with reference to **one** medieval kingdom or empire.

The question requires that students consider the merits of the claim that dynastic factors were the main cause of the expansion of medieval kingdoms and empires that they have studied. Depending on the exemplar chosen they may argue that dynastic marriages and dowries were a key contributing factor facilitating expansion. For example, the marriage of Eleanor of Aquitaine to Henry greatly increased the size of the Angevin Empire. However, others may argue that invasion and settlement were the most significant factor. An example of this could be the Norman Conquest of England in 1066. Other factors to consider could be the expansion of territory as a result of conflict, where a victorious leader expanded their domains as a result of victory in war. Economic factors may also be discussed as a reason for expansion. There should be discussion as to which factor was the most significant. Students’ opinions and conclusions should be clearly stated and supported with appropriate evidence.

- 2) “Internal challenges were the most important factor in the decline of medieval kingdoms and empires.” To what extent do you agree with this view? Answer with reference to **one** medieval kingdom or empire.

The question requires that students consider the merits of the view that internal challenges were the main reason for the decline of one medieval kingdom or empire that they have studied. The nature and impact of internal challenges will vary depending on the chosen exemplar. Internal challenges could include discontent with the rule of king or emperor for a number of reasons possibly failure to establish strong governance. Other internal factors could be alternative claimants to the throne posing a threat. Dynastic weakness was arguably a frequent reason for the decline of medieval kingdoms for example the Capetian dynasty was replaced by the Valois branch in 1328 because Charles IV had no direct heir. Other factors that could be discussed could include external challenges and economic issues, but the significance of all factors should be assessed. Students’ opinions and conclusions will be clearly stated and supported with appropriate evidence.

Regional study 2: Renaissance and reformation (circa 1350–1700)

- 3) To what extent do you agree with the claim that papal patronage was the most significant factor in the emergence of the Italian Renaissance?

The question requires that students consider the merits or otherwise of this claim. Papal patronage provided substantial financial support to artists and architects allowing them to pursue ambitious projects. The Popes commissioned works like Michelangelo's Sistine Chapel ceiling and Raphael's frescoes in the Vatican. This patronage not only funded artists but also drew them to Rome, making it a vibrant cultural hub. However other factors also played crucial roles in the development of the Italian Renaissance such as trade and commerce. The wealth generated by prosperous Italian city-states like Venice and Florence also enabled patronage of the arts and the exchange of ideas, spreading Renaissance ideals. The Medici family in Florence, for instance, sponsored artists such as Leonardo da Vinci, Michelangelo, and Botticelli. Students may conclude that while papal patronage was a significant factor in the development of the Italian Renaissance, it was part of a broader range of influences. The patronage of other wealthy families, the humanist movement, and economic prosperity collectively fostered the cultural development of the period. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

- 4) "Luther's ideas were not the main cause of the Reformation in Germany." To what extent do you agree with this perspective?

The question requires that students consider the merits or otherwise of this perspective. Some students may argue against the assertion explaining that Luther's ideas led to the Protestant Reformation in Germany. Politically, Luther's ideas weakened the Catholic Church's authority and the widespread distribution of pamphlets outlining his ideas, increased support for Lutheranism resulting in individual rulers choosing Lutheranism as their state's religions. So, it could be argued that Luther's ideas were the driving force behind the reformation in Germany. To agree with the statement others could argue that the role of the German princes was a more significant factor in the development of the Reformation in Germany. The protection of Princes such as Frederick the Wise enabled Luther to continue to develop his ideas and gain more support. However, the support of the Princes could also be considered to be for political reasons, as many princes including Catholic ones resented the power of the Catholic Church and of the Holy Roman Empire. In 1529 leaders and Princes proclaimed their separation from the Imperial Diet in response to Charles V attempts to ban Lutheranism. It could be argued that Luther's ideas provided the means for the Princes to gain more independence within Germany. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

Regional study 3: Enlightenment and Absolutism (1600–1800)

- 5) “The Scientific Revolution was a catalyst for the Enlightenment.” To what extent do you agree with this perspective?

The question requires that students consider the merits or otherwise of this perspective. Students may argue that by emphasizing reason and observation, the Scientific Revolution provided the methods and principles that Enlightenment thinkers applied to philosophy, politics, and society. Scientists like Copernicus, Galileo, and Newton challenged long-held beliefs and highlighted the power of questioning traditional dogmas. This inspired Enlightenment philosophers, such as John Locke and Voltaire, to apply similar methods of rational inquiry to their own fields of study. Examples given may include the support for political systems based on reason rather than divine right and the general promotion of freedom of thought and expression. Others may claim that while the Scientific Revolution was crucial, it was not the sole catalyst. The Renaissance’s humanism, the Reformation’s questioning of religious authority, and the expanding exchange of ideas through growth of trade, cities and the printed word also significantly influenced Enlightenment thought. However, the Scientific Revolution’s emphasis on reason, empirical evidence, and inquiry laid the intellectual groundwork though it worked in conjunction with other cultural developments to develop political philosophy, human rights, and social reform. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

- 6) “Their foreign policy aimed to increase their power.” To what extent do you agree with this claim? Answer with reference to **one** enlightened despot.

The question requires that students consider the merits or otherwise of this claim. Students may argue that the foreign policy of their chosen despot was primarily aimed at increasing their power through territorial expansion, military campaigns, and strategic alliances/marriages. Others may suggest that their foreign policies were multifaceted, with increase in power being only one of several objectives. Lines of argument may differ because of their chosen exemplars. Louis XIV aimed to enhance France’s territorial holdings, however he also showed a willingness to pursue peace to stabilize France and maintain a balance of power in Europe. Similarly, it could be claimed that Peter the Great was primarily concerned with modernizing and westernizing Russia. While Frederick the Great was known for his military campaigns, he also sought to secure and stabilize Prussia’s borders. Students may conclude that while increasing power was a significant aspect of the foreign policies of their chosen despot, it was not the sole aim. Factors such as internal stability, modernization, economic development, and maintaining a balance of power were also crucial. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

Regional study 4: The French Revolution (1774–1815)

- 7) “Robespierre was responsible for the radicalization of the revolution from 1790 to 1794.” To what extent do you agree with this argument?

The question requires that students consider the merits of the argument that Robespierre and his policies were the main reason for the radicalization of the revolution. To agree with the argument there may be reference to his activities in the Jacobin Club after 1791 where he constantly criticized the actions of the Court and other key figures. He advocated the execution of Louis XVI and as head of the Committee of Public Safety he oversaw policies such as dechristianisation, the reign of terror and the execution of leading figures such as Danton who wanted to end the Terror. To disagree students might argue that the radicalisation was accelerated by a range of factors including the flight to Varennes, the Champs du Mars 1791, the threat of invasion as well as the continuing economic crisis (the collapse of the assignat and food shortages). It might also be argued that Robespierre was to some extent driven by the mood of the sans culottes and the Hebertists and that he was in fact an idealist influenced by Rousseau, aiming to establish a democracy of small property owners with the “Cult of the Supreme being” providing an alternative to the Catholic Church. Students’ opinions and conclusions will be clearly stated and supported with appropriate evidence.

- 8) “Napoleon’s domestic policies had a negative impact on the French economy and society.” To what extent do you agree with this statement?

The question requires that students consider the view that Napoleon’s policies were damaging to the French economy and society. To challenge the statement students may argue that his policies led to stability and effective government after the chaos of the revolutionary years. There may be reference to the Code Napoleon and the establishment of the Banque de France which contributed to legal clarity and financial stability. Some might argue that society was more meritocratic especially in the army and that religious tensions had been eased by the Concordat. To agree with the statement there may be discussion of the authoritarian nature of the state with censorship and the use of secret police. The establishment of the lycees benefitted only the bourgeoisie with limited attempts to improve education of the poor. Arguably, Napoleon’s regime re-established a hierarchical society with the creation of the Napoleonic nobility and the establishment of the Empire. There may also be discussion of the levels of taxation and the impact of the Continental System on the French economy. Students’ opinions and conclusions will be clearly stated and supported with appropriate evidence.

Regional study 5: Unification of Germany and Italy (1815–1871)

- 9) “The nature of monarchy during the Vormärz period was the main contributor to the growth of German nationalism and liberalism up to 1848.” To what extent do you agree with this perspective?

The question requires that students consider the merits of the perspective that the rise of German nationalism and liberalism was caused by the autocratic nature of the rulers of the states within the German confederation. To agree with the statement there may be discussion of the limited number and nature of constitutions granted after the establishment of the German confederation. For example, Baden introduced a very liberal one however other states such as Prussia failed to grant a constitution and in Hanover, Ernst Augustus revoked the constitution in 1837. Most states were to a great extent autocratic which was much resented by the middle classes who felt their economic role should be accompanied by political influence. Others may argue that the impact of the Carlsbad decrees, the establishment of the Zollverein, the rise of Prussia and the decline of Austria were far more significant to the rise of German nationalism. Arguably the notions of nationalism and liberalism were inextricably linked to economic prosperity. Students’ opinions and conclusion will be clearly stated and supported with appropriate evidence.

- 10) “Social and economic factors contributed to the unification of Italy up to 1871.” To what extent do you agree with this statement?

The question requires students to assess the contribution of social and economic issues to Italian unification. To agree with the statement, it could be argued that Cavour’s policies modernised and economically strengthened Piedmont enabling it to become the dominant Italian state. Other economic factors could be the peasant discontent in Sicily which aided Garibaldi’s expedition and the defeat of the King. However, others may argue that the policies of Cavour were the main reason for unification. There may be reference to his alliance with France (Pact of Plombières), convincing the Central Duchies to join with Piedmont and his decision to protect the Papal states from a possible invasion by Garibaldi. Some might point out the debate regarding Cavour’s aims, did he want a strong northern Kingdom or a unified Italy? Others may point out that Garibaldi’s willingness to cede his conquests to Victor Emmanuel II contributed significantly to unification as he wanted a unified Italy more than a republic. Arguably it was the desire to rid Italy of foreign influence that drove Cavour, Garibaldi and Victor Emmanuel (he made an alliance with Prussia in order to gain Venetia) and social and economic factors were of limited importance. Student’s opinions and conclusions will be stated clearly and supported with appropriate evidence.

Regional study 6: Europe and the First World War (1871–1923)

- 11) “The European Alliance system maintained peace and stability from 1871 to 1890.” To what extent do you agree with this statement?

The question requires that students consider the merits of the statement that the Alliance system kept Europe stable in the time frame. To agree with this there may be discussion of Bismarck's complex system of alliances including the Dreikaiserbund 1873 and its renewal in 1881 which appeared to keep Russia and Austria on reasonable terms. Other alliances such as the Dual Alliance and the Reinsurance Treaty were designed prevent tensions between Austria and Russia leading to conflict. The Triple Alliance 1882 ensured the security of Austria in the south and prevented a potential Italian alliance with France. Students may point out that there was no conflict between the major powers at this time with the exception of the Russo-Turkish war. To disagree students may point out that there were constant underlying tensions, Bismarck feared the French desire for Revanche and worked to keep France isolated. There were frequent tensions between Austria Hungary and Russia who both desired influence/territory in the Balkans which again Bismarck attempted to limit by being an “Honest Broker” at the Congress of Berlin 1878. Arguably there may have been peace but there was limited stability. Students' opinions and conclusions will be presented clearly and supported with appropriate evidence.

- 12) “The aim of the main participants when negotiating the Paris Peace treaties (1919–1923) was to stabilize Europe.” To what extent do you agree with this view?

The question requires that students consider the merits of the view that the aim of the negotiators in Paris was to ensure peaceful relations within Europe. Students may discuss the traditional ‘Big Three’ whilst others may address other countries, such as Belgium. All noted countries are creditable if a valid argument is provided. To agree with the statement some may argue that although Versailles imposed many restrictions on Germany such as the disarmament clauses, Germany still retained the potential of a major power and a bulwark against the threat of communism. In the case of St Germain and Trianon the negotiators were in fact largely formalising the disintegration of the Austro-Hungarian Empire. They were also adhering to the principle of national self-determination in order to reduce tensions caused by nationalism, for example in returning Alsace-Lorraine to France and Eupen and Malmedy to Belgium. To disagree with the statement students may argue that the negotiators had differing aims, Wilson to some extent wanted a just and lasting peace based on his Fourteen Points. Although he became willing to impose reparations on Germany because of the damage done by the retreating army and because of the harshness of Brest-Litovsk. Clemenceau had two main aims, one was to weaken Germany and the other was to secure reparations as the US and Britain refused to cancel France's war debts. Lloyd George was willing to impose a relatively harsh peace to satisfy the British electorate and gain reparations for Britain but not so harsh that Germany would be unable to recover as a trading partner. Students' opinions and conclusions will be presented clearly and supported with appropriate evidence.

Regional study 7: The Russian Revolution (1855–1924)

- 13) “The main aim of Alexander II’s reforms was to modernize Russia.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of this perspective. They may claim that the Emancipation Edict had a clear aim of modernizing Russia by transitioning from a feudal system to a more advanced economy. However, it was also driven by the need to prevent peasant unrest which was not successful as they remained economically dependent on the Mir. The judicial reforms were steps towards modernizing the legal system, but they also aimed to reduce corruption and strengthen the authority of the state. Similarly military reforms were as much about national security as they were about modernization. Expanding access to education and allowing for a more liberal curriculum was eventually limited in order to prevent the spread of radical ideas that could threaten autocratic rule. The establishment of the Zemstva and Duma could be suggested as a move toward liberal democracy or, because they were dominated by the nobility, as a means to extend central authority to the regions. Responses may conclude that while modernization was a significant aim of Alexander II’s reforms, it was not the sole motivation as they were also influenced by the need to maintain autocratic control and prevent social unrest. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

- 14) “The Provisional Government collapsed because of the power of the Soviets.” To what extent do you agree with this perspective?

The question requires that students consider the merits or otherwise of this perspective. They may argue that the collapse of the Provisional Government can be attributed to the power of the Soviets, particularly the Petrograd Soviet, though it was not the sole factor. Reference to the dual power structure may illustrate that the Provisional Government and the Soviets coexisted uneasily. The Soviets, representing workers and soldiers, had significant grassroots support and authority, particularly through Order No. 1, which placed military power in their hands. Some may argue that the overthrow of the Provisional Government was the result of a coup carried out by the Bolsheviks. Their slogans and policies directly addressed the immediate concerns of the people, contrasting sharply with the Provisional Government’s inability to enact significant reforms. Other factors also played crucial roles such as war weariness; the Provisional Government’s lack of legitimacy; the Kornilov Affair; and the government’s struggle to address food shortages, inflation, and land distribution. Moreover, the Provisional Government suffered from internal divisions and a lack of decisive leadership, which undermined its effectiveness. Students may conclude that while the power and influence of the Soviets were pivotal in the Provisional Government’s collapse, the broader context of war, economic hardship, and leadership failures also played significant roles. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

Regional study 8: European totalitarianism (1918–1941)

- 15) “Hitler was able to consolidate his power by August 1934 because he had popular support.” To what extent do you agree with this argument?

The question requires that students consider the merits or otherwise of this argument. They may suggest support of the people was an important aspect of his rise to power, but it only partially explains the complex process of his consolidation. Responses might examine levels of support including: electoral backing; the results of plebiscites; and the support of various groups including the elites. Some may claim that it was the plotters around the president who convinced Hindenburg to make Hitler Chancellor. They may discuss the weakness of the Weimar Republic with political parties unwilling to work together for a stable government. Undemocratic methods were overused and democracy had ended by 1930, making Hitler more acceptable. Other factors that could be considered might include: legal methods such as the Enabling Bill or the policy of Gleichschaltung; the use of force against Communists and SPD deputies; and the Night of the Long Knives. Students may conclude that popular backing provided legitimacy and a broad base of support, but Hitler's consolidation was equally dependent on his political manoeuvring, elimination of opposition, use of terror, and securing of institutional support. His consolidation of power was possible because of a combination of all these factors with each being more significant at different stages. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

- 16) To what extent do you agree with the claim that the most important reason for Stalin's rise to power by 1929 was the weakness of his opponents?

The question requires that students consider the merits or otherwise of this perspective. Some may argue that it was the result of a combination of his opponents' weaknesses and his own strengths. Trotsky was viewed with suspicion and underestimated Stalin. So did Kamenev and Zinoviev who initially feared Trotsky more than Stalin. Stalin easily quashed the Bukharin and the Right Opposition. Some may suggest that Stalin's political strength was largely due to his position as General Secretary of the Communist Party where he controlled membership and he increased his power base with the Lenin Enrolment. He worked with Kamenev and Zinoviev initially to block Trotsky. When Zinoviev, Trotsky and Kamenev formed the Left Opposition he used the 1921 Ban on Factions to remove them from the Politburo. He was also flexible in his approach to policy, arguing for Socialism in One Country rather than permanent revolution. He then reinterpreted Socialism in One Country to mean radical economic change (Five Year Plans and collectivization). Students may conclude that while the weaknesses of Stalin's opponents were a significant factor in his rise to power, his political acumen, strategic use of his positions within the party, and his ability to manipulate ideological debates were equally, if not more, crucial. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

Regional study 9: Europe and the Second World War (1918–1949)

- 17) “The policy of appeasement was responsible for the outbreak of the Second World War.” To what extent do you agree with this claim?

The question requires that students consider the merits or otherwise of this claim. They may suggest that initially appeasement was seen as a pragmatic approach to maintain peace. It was based on the belief that Germany had legitimate grievances regarding the Treaty of Versailles and the assumption that satisfying the reasonable demands of Germany would prevent further aggression. Some may maintain that it encouraged Hitler to further expansion. Examples could include the reoccupation of the Rhineland (1936); Anschluss with Austria (1938); and the Munich Agreement (1938) culminating in the invasion of Poland in 1939. The League of Nations inability to enforce its resolutions may be cited as contributing to the failure of collective security along with the impact of the Great Depression. Some might argue that appeasement reflected the need of the governments of Britain and France to reflect public sentiment to avoid conflict. Others may consider that it bought them crucial time to rearm. Students may conclude that while the policy of appeasement significantly contributed to the outbreak of the Second World War by emboldening Hitler and failing to check his aggressive actions, it was not the sole cause. The ambitions of totalitarian regimes, structural weaknesses in international organizations, and broader economic conditions also played critical roles. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

- 18) “The wartime alliance between Britain, the USA and the USSR (1941–1945) was key to defeating the Axis powers in Europe in 1945.” To what extent do you agree with this perspective?

The question requires that students consider the merits or otherwise of this perspective. Students may consider the wartime alliance provided essential resources that increased the Allies’ capacity to continue fighting. They may argue that the superior naval and aviation assets and tactics of the Allies had begun to make a difference by 1942–1943. This was particularly evident in the Battle of the Atlantic as well as the Allies’ strategic bombing. Similarly, the resilience of the USSR was also increasingly apparent. Students may refer to the industrial power and production capacity of the wartime allies as having significant importance highlighting that factories in the US and the Soviet Union were safe from German air attacks. There may also be discussion of huge resources in terms of manpower available to the Allies particularly from the British Commonwealth and USSR. Students might also mention the effective coordination of campaigns against the Axis powers. In contrast some may argue that other factors were key in the defeat of the Axis powers. These could include the strategic errors made by the Axis powers: poor leadership; lack of an efficient wartime economy; and Germany’s weak allies. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

Regional study 10: Democracy, authoritarianism and conflict in Spain (circa 1920–2020)

- 19) “Economic factors were the main cause of instability in Spain from 1918 to 1931.” To what extent do you agree with this statement?

The question requires that students consider the merits of the view that instability in post first world war Spain was caused by economic factors. To agree with this view there could be reference to the enormous economic divisions in Spanish society especially in agricultural areas contrasting the wealth of the latifundias with the small peasant holdings and the landless peasants. It could be argued that Spain had an unbalanced economy with industrial activity confined to the north east. After the war Spain experienced a trade decline and Primo de Rivera’s 1923 coup began in Barcelona, the centre of industrial unrest. It could also be argued that the impact of the Great Depression on Spain’s economy was a factor in the collapse of the monarchy by 1931. To disagree with the statement students may discuss the unpopularity of Alfonso XIII in the early 1920’s because of defeats in the Rif war. There could also be discussion of the impact of regionalism especially in Catalonia and the Basque. There was significant growth in support for left wing trade unions and the anarchist movement. There was increasing criticism of the dictatorial nature of Primo’s regime despite some of his reforms. After 1930 the criticism was directed at the King and there was increasing support for a republic, arguably the failure to maintain democracy was a key reason for instability. Student’s opinions and conclusions will clearly presented and supported with appropriate evidence.

- 20) “The result of the Spanish election in 1982 was the most significant moment in Spain’s transition to democracy.” To what extent do you agree with this argument?

The question requires that students consider the merits of the view that the 1982 election was a key point in embedding democracy in Spain. It could be argued that the fact that the Socialists under Gonzalez won an absolute majority was an extremely significant moment. A political party that had been banned by Franco and which was only legalised in 1977 was now accepted as the legitimate governing party. The Socialists remained in power for 14 years. To many this demonstrated that democracy was now fully established in Spain. To argue against the statement, students may point out that Suarez in 1977 became the first democratically elected leader of Spain since the civil war. Furthermore in 1978 the Constitutional monarchy was established, clearly marking a transition from Franco’s dictatorship to a democratic nation. Others could argue that the most significant moment in the transition to democracy was Juan Carlo’s broadcast in 1981 rejecting the attempted military coup, ending the tradition of pronunciamiento in times of political crisis. Juan Carlos despite being appointed by Franco now clearly linked to parliamentary rule. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

Regional study 11: The USSR and post-Soviet Russia (1945–2020)

- 21) “The failure of Khrushchev’s domestic policies was the main reason for his removal from power in 1964.” To what extent do you agree with this perspective?

The question requires that students consider the merits or otherwise of this perspective. Some may agree with the statement. They may consider Khrushchev’s failed agricultural policies such as the “Virgin Lands” project and the expansion of grain planting into unsuitable regions, leading to harvest failure necessitating the importing of grain from the US. In considering his industrial reforms, they may suggest that decentralization through regional economic councils (*sovnarkhozy*) created confusion and inefficiency. Khrushchev’s focus on greater availability of consumer goods and the building of *khrushchyovka*, that significantly increased the supply of housing, were measures which did not significantly lift living standards, leading to public and party discontent. Students may argue that of greater importance were Khrushchev’s controversial foreign policies that included: peaceful co-existence with the West; confrontation over Berlin; worsening relations with China; and the Cuban Crisis. Students may conclude that while domestic policy failures were a primary reason for Khrushchev’s removal, his erratic leadership, foreign policy blunders, and internal party opposition were also crucial. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

- 22) “Yeltsin’s policies were not always successful.” To what extent do you agree with this claim?

The question requires that students consider the merits or otherwise of this claim. Some may argue that Yeltsin’s term of office was marked by a series of ambitious reforms and policies, many of which met with mixed success. He implemented “shock therapy” to transition from a planned economy to a market economy which involved rapid privatization, deregulation, and the removal of price controls. This abrupt transition led to hyperinflation, mass unemployment, and a significant drop in living standards for many Russians and resulted in the concentration of wealth among a few oligarchs. He introduced a new constitution in 1993 that established a stronger presidential system, intended to create political stability. Although this helped to consolidate power, it also led to a weakened parliament and limited checks on presidential authority. Some may mention Yeltsin’s decision to launch military campaigns to quell separatist movements in Chechnya which were brutal and unpopular, resulting in significant casualties, human rights abuses, and long-term instability in the region. Students may conclude that while Yeltsin’s policies aimed at transforming Russia into a democratic, capitalist state, their implementation was not always successful and resulted in significant economic inequality and hardship, political instability, and social unrest. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

Regional study 12: Europe during and after the Cold War (1945–2020)

- 23) “Differing ideologies were the main factor in the emergence of the Cold War in Europe by 1949.” To what extent do you agree with this view?

The question requires that students consider the merits of the view that the inherent tension between communism and capitalism was the main cause of the Cold War. To agree, there may be discussion of the belief held by the US and Britain that Stalin wanted to spread communism. There may be reference to: the Long telegram, Churchill’s Iron Curtain Speech, Stalin’s Salami tactics in eastern Europe to support this view. There might also be discussion of the Marshall Plan and the fact that the Soviet Union perceived it as “Dollar Imperialism”. Some may point out that the wartime allies had little in common except the defeat of Nazi Germany and that pre-war tensions reemerged as the war ended. To challenge the statement students may argue that Stalin’s actions were driven by the need for Soviet security not ideology and he saw eastern Europe as a buffer zone. Some might point out that Truman failed to see Stalin’s need for security and that tensions over the future of Germany undermined the alliance. The US did not want a weakened Germany whereas Stalin wanted to limit Germany’s potential for recovery by demanding reparations. Other events also contributed to the collapse of the alliance: the setting up of Bizonia and Stalin’s response of imposing the Berlin Blockade ultimately led to the establishment of NATO and the division of Germany in 1949. Students’ opinions and conclusions will be presented clearly and supported with appropriate evidence.

- 24) “External factors allowed Tito to resist Soviet control.” To what extent do you agree with this statement?

The question requires that students consider the merits of the statement that external reasons helped Tito resist Soviet domination. Evidence to challenge this view could be Tito’s personal popularity because of his wartime resistance, also because he was legally elected and not beholden to Stalin he would be difficult to remove. His own brand of communism reduced central control and established publicly owned industries and agricultural communes. This semi-Marxist system led to an improving economy and increased his personal popularity. He remained in power until his death in 1980. To agree with statement some may point out that he was also willing to accept aid from the IMF and trade with the west which enabled his survival when Stalin cut off economic aid and expelled Yugoslavia from Cominform. Some might also point out that his membership of the non-aligned movement aided his resistance to Soviet control and made the west more willing to trade with Yugoslavia. It could also be argued that Stalin was too distracted by events in Germany and Eastern Europe and Korea to invade Yugoslavia. After Stalin’s death Khrushchev hoped to bring Yugoslavia closer to the Soviet Union but Tito remained at arms’ length. Arguably it was a combination of external factors and Tito’s determination that prevented Soviet control. Students’ opinions and conclusions will be presented clearly and supported with appropriate evidence.

History
Higher level
Paper 3 – history of Asia and Oceania

Specimen paper

2 hours

Instructions to students

- Do not open this examination paper until instructed to do so.
- Answer two questions, each from a different regional study.
- Each question is worth **[15 marks]**.
- The maximum mark for this examination paper is **[30 marks]**.

Regional study 1: Asian kingdoms and empires (750 CE–1500 CE)

1. “Effective leadership was the most important factor in the consolidation of Asian kingdoms and empires.” To what extent do you agree with this claim? Answer with reference to **one** Asian kingdom or empire.
2. “Conflict was the main cause in the decline of Asian kingdoms or empires.” To what extent do you agree with this argument? Answer with reference to **one** Asian kingdom or empire.

Regional study 2: The Mughal Empire and the British East India Company (1526–1858)

3. “The most significant threat to the Mughal Empire was the rise of the Marathas.” To what extent do you agree with this claim?
4. “The policies of Dalhousie were the main cause of the 1857 Indian Rebellion.” To what extent do you agree with this argument?

Regional study 3: Challenges to imperial rule in China (1736–1911)

5. To what extent do you agree with the argument that the White Lotus Rebellion was the most significant challenge to the Qianlong Emperor?
6. “Empress Dowager Cixi was the main reason for the failure of the Self-Strengthening Movement.” To what extent do you agree with this claim?

Regional study 4: Indigenous societies and national identity in Australia and New Zealand (circa 1770–2020)

7. “The Treaty of Waitangi (1840) was the most significant cause of conflict between settlers and Indigenous communities in New Zealand up to 1872.” To what extent do you agree with this perspective?
8. “The First World War was the most significant factor in the development of national identity.” To what extent do you agree with this claim? Answer with reference to **either** Australia **or** New Zealand.

Regional study 5: Korea (1840–1945)

9. “Donghak Learning was the most significant challenge to the Korean monarchy between 1840 and 1894.” To what extent do you agree with this perspective?
10. To what extent do you agree with the claim that the nature of Japanese rule effectively prevented Korean resistance between 1910 and 1945?

Regional study 6: Independence of India (1857–1964)

11. “The First World War was the most significant factor in the growth of Indian nationalism up to 1935.” To what extent do you agree with this claim?
12. To what extent do you agree with the perspective that Jinnah was the most important factor in the rise of Muslim separatism?

Regional study 7: The emergence of independent states in Southeast Asia (1900–1990)

13. “Economic exploitation by the colonial powers was the main reason for the emergence of nationalist movements.” To what extent do you agree with this claim? Answer with reference to **one** country in Southeast Asia up to 1919.
14. “Ethnic and religious tensions were the most significant challenges for newly independent states.” To what extent do you agree with this claim? Answer with reference to **one** country in Southeast Asia.

Regional study 8: Emergence of modern China (1910–1949)

15. To what extent do you agree with the claim that the New Culture Movement was the most important factor in the rise of national identity in China by 1919?
16. “Military strategies were the most important reason for the Chinese Communist Party’s victory in the Chinese Civil War in 1949.” To what extent do you agree with this perspective?

Regional study 9: Politics and economy in Japan (1912–2020)

17. To what extent do you agree with the claim that the Great Depression was the main reason for the emergence of ultra-nationalist groups in Japan?
18. “US occupation was the main reason for the ‘economic miracle’ Japan experienced after the Second World War.” To what extent do you agree with this perspective?

Regional study 10: The Emergence of Central Asian republics (1917–2020)

19. To what extent do you agree with the claim that perestroika had a mainly negative impact on the economy of **one** Central Asian republic?
20. “Effective leadership was the most important factor in creating a new national identity after 1991.” To what extent do you agree with this claim? Answer with reference to **one** Central Asian republic.

Regional study 11: The Cold War in Asia (1949–2002)

21. “Disagreements over free elections were the main reason for the outbreak of war in Korea in 1950.” To what extent do you agree with this claim?
22. To what extent do you agree with the perspective that the nature of warfare in Vietnam was the main reason for the withdrawal of US troops by 1973?

Regional study 12: The People’s Republic of China (1949–2020)

23. To what extent do you agree with the claim that China was transformed by Mao’s social reforms?
24. “Relations between China and the US were always tense between 1949 and 2020.” To what extent do you agree with this perspective?

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Markscheme

History

Higher level

Paper 3 – history of Asia and Oceania

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Level Descriptor

0	Answers do not reach a standard described by the descriptors below. The response demonstrates some historical knowledge but does not address the argument in the question.
1-3	The response is an outline of unsubstantiated assertions or generalizations , with minimal reference to perspectives which lack relevance . The response does not lead to a clear judgement
4-6	The response shows limited understanding of the argument in the question. The response is descriptive , and reference to perspectives are vague or unsupported. A superficial judgement is stated though this is not supported by the rest of the response The response shows some understanding of the argument in the question, though this lacks depth.
7-9	The response gives some limited evaluation of perspectives on the argument, though is more often descriptive. The response gives a judgement which is partially consistent with the evaluation
10-12	The response shows understanding of the argument in the question. The response gives an evaluation of perspectives on the argument, though this lacks depth or balance. The response gives a partially substantiated judgement which is consistent with the evaluation
13-15	The response shows an in-depth understanding of the argument in the question. The response gives a thorough and well-balanced evaluation of a range of perspectives on the argument. The response gives a substantiated judgement which is consistent with the evaluation

Regional study 1: Asian kingdoms and empires (750 CE–1500 CE)

1. “Effective leadership was the most important factor in the consolidation of Asian kingdoms and empires.” To what extent do you agree with this claim? Answer with reference to **one** Asian kingdom or empire.

The question requires that students consider the merits of the view that effective leadership was the main reason for the consolidation of one Asian kingdom or empire that they have studied. The nature and impact of the leadership will vary depending on the chosen exemplar. Students may discuss the importance of military leadership, for example Genghis Khan’s military strategies and reforms transformed the Mongol army into a formidable force that could swiftly conquer vast territories. Students could also consider the leaders’ control over political structures within the empire, for example Minamoto no Yoritomo established a feudal system, granting lands and titles to ensure allegiance. Students may challenge this claim and argue that other factors were more important including economic developments, weaknesses of neighbouring countries and alliances but the significance of all factors should be assessed. Students’ opinions and conclusions will be clearly stated and supported with appropriate evidence.

2. “Conflict was the main cause in the decline of Asian kingdoms or empires.” To what extent do you agree with this argument? Answer with reference to **one** Asian kingdom or empire.

The question requires that students consider the merits of the argument that conflict was the main cause of the decline of one Asian kingdom or empire. Students may discuss internal and/or external conflict in their response. Civil wars and succession struggles may be discussed, for example contested successions to the throne in the Khmer Empire fundamentally weakened the central government and led to a loss of control over outlying regions. The threats from other kingdoms/empires, for example the decline to Srivijaya was primarily a result of the invasion by the Chola Dynasty which marked the end of Srivijaya’s dominance in the region and loss of tributary relationships. Students may also argue that although conflict did not directly lead to the decline it did undermine these empires, for example the Mongol invasions placed significant strain on the Tranh’s resources leading to internal instability. Students may challenge this argument and argue that other factors such as societal changes or economic issues were more important. Students’ opinions and conclusions will be clearly stated and supported with appropriate evidence.

Regional study 2: The Mughal Empire and the British East India Company (1526–1858)

3. “The most significant threat to the Mughal Empire was the rise of the Marathas.” To what extent do you agree with this claim?

The question requires that students consider the merits of the claim that the most significant threat to the Mughal Empire was the rise of the Marathas. Students may claim that the Marathas were the most significant threat to Mughal rule due to their innovative military tactics, strategic alliances, and effective administration. They capitalised on the Mughal Empire’s internal weaknesses and regional fragmentation, expanding their influence across significant portions of India. The Marathas’ use of guerilla warfare, using small, mobile units and deploying hit-and-run attacks proved highly effective. The Maratha navy also disrupted Mughal maritime trade. The Marathas were also adept at forming alliances with other regional powers, including the Rajputs which undermined Mughal authority. Students may argue that other factors were more significant including threats from other regional powers and internal Mughal weaknesses. Students’ opinions and conclusions will be clearly stated and supported with appropriate evidence.

4. “The policies of Dalhousie were the main cause of the 1857 Indian Rebellion.” To what extent do you agree with this argument?

The question requires that students consider the merits of the argument that the policies of Dalhousie were the main cause of the 1857 Uprising. Students may argue that Dalhousie’s Doctrine of Lapse contributed directly to the uprising. As a result of this doctrine, any princely state without a direct male heir would be annexed by the British. This policy led to the annexation of prominent states such as Satara (1848), Jhansi (1853), and Awadh (1856). The loss of sovereignty angered Indian rulers and created widespread resentment, in particular, the annexation of Jhansi became a key point of resistance during the rebellion. Dalhousie’s administrative reforms led to a reduction in the privileges of sepoys, particularly in relation to pay, promotion, and service conditions which contributed to their willingness to join the rebellion. Students may challenge the argument and claim that long term grievances and the policies of Wellesley and Bentinck were more significant. Students’ opinions and conclusions will be clearly stated and supported with appropriate evidence.

Regional study 3: Challenges to imperial rule in China (1736–1911)

5. To what extent do you agree with the argument that the White Lotus Rebellion was the most significant challenge to the Qianlong Emperor?

The question requires that students consider the merits of the argument that the White Lotus Rebellion was the most significant challenge to the Qianlong Emperor. Students may argue that the scale of the rebellion demonstrates it was a serious threat. The rebellion lasted from 1796 to 1804 and involved a significant amount of the population especially in central China. The Qianlong Emperor and his administration faced significant challenges in suppressing the rebellion. The Qing military struggled to contain the uprising, and the conflict drained military and financial resources and exposed administrative inefficiencies. Although the rebellion was eventually suppressed, it demonstrated the challenges faced by the emperor in maintaining control over its vast and diverse empire. Students may also argue that other factors were more significant including economic difficulties such as inflation and high taxation, the Miao Rebellion or the arrival of Europeans. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

6. "Empress Dowager Cixi was the main reason for the failure of the Self-Strengthening Movement." To what extent do you agree with this claim?

The question requires that students consider the merits of the claim that Cixi was the main reason for the failure of the Self-Strengthening Movement. Students may discuss the conservative and cautious approach Cixi had to reform. Her resistance to reform limited the scope and impact of the Self-Strengthening Movement and her preference for maintaining traditional power structures often led to the undermining of reformist initiatives. Students may argue that although Cixi supported some limited reforms, such as the establishment of military academies and the acquisition of modern technology, these were often superficial. Students may challenge the claim and argue that the dynasty faced financial constraints and lacked the resources necessary to implement large-scale reform. The Qing's need to address unequal treaties diverted resources and attention away from domestic reform efforts. It could also be claimed that the Self-Strengthening Movement lacked popular support. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

Regional study 4: Indigenous societies and national identity in Australia and New Zealand (circa 1770–2020)

7. “The Treaty of Waitangi (1840) was the most significant cause of conflict between settlers and Indigenous communities in New Zealand up to 1872.” To what extent do you agree with this perspective?

The question requires that students consider the merits of the perspective that the Treaty of Waitangi was the most significant cause of conflict between settlers and indigenous communities in New Zealand up to 1872. Students may discuss the different interpretations of the Treaty of Waitangi. The Māori regarded it as a partnership with the crown to facilitate trade whereas the settlers viewed the treaty as an extension of British sovereignty, which created tensions as settlers encroached further on Māori land. These differing interpretations of the treaty led to the New Zealand Wars which took place between 1845 and 1872. As a result of these wars the Settlements Acts were passed leading to the confiscation of vast areas of Māori land. Students may argue that other factors contributed more significantly to conflict including the nature of early colonial settlements, the gold rushes and the rise of the Kingitanga Movement. Students’ opinions and conclusions will be clearly stated and supported with appropriate evidence.

8. “The First World War was the most significant factor in the development of national identity.” To what extent do you agree with this claim? Answer with reference to **either** Australia **or** New Zealand.

The question requires that students consider the merits of the claim that the First World War was the most significant factor in the development of a national identity in **either** Australia **or** New Zealand. The First World War is often regarded as a pivotal moment in the development of national identity for both Australia and New Zealand. Students may discuss the impact of the ANZAC legacy. The shared experience of New Zealand and Australian soldiers during the Gallipoli campaign in 1915 is often seen as the birth of a distinct national identity. The heavy losses and the perceived bravery of the ANZAC troops became a source of national pride and commemoration in both countries. The mythology of the ANZAC soldier became central to the national consciousness. Students may also discuss how the war led to a change in their relationship with Britain, fostering a growing sense of independence and distinctiveness. Students may argue that other factors contributed further to the development of a national identity including the federation movements, sporting and cultural achievements and the impact of the League of Nations. Students’ opinions and conclusions will be clearly stated and supported with appropriate evidence.

Regional study 5: Korea (1840–1945)

9. “Donghak Learning was the most significant challenge to the Korean monarchy between 1840 and 1894.” To what extent do you agree with this perspective?

The question requires that students consider the merits of the perspective that Donghak Learning was the most significant challenge to the Korean monarchy between 1840 and 1894. Donghak learning was a religious movement that challenged Confucianism which was the ideological basis of the Korean monarchy. Students may discuss how Donghak learning proposed a new social and spiritual order which directly threatened the ruling elite. It attracted large support from the peasantry which gave it potential revolutionary power. Students may claim that the Donghak Peasant Revolution in 1894 nearly brought down the monarchy and the need to bring in Japanese forces to suppress the rebellion greatly undermined the monarchy and left Korea vulnerable to further incursion from foreign powers. Students may challenge this perspective and argue that there were other more significant challenges to the Korean monarchy including external pressures from foreign powers, internal corruption, and the failure to modernise. Students’ opinions and conclusions will be clearly stated and supported with appropriate evidence.

10. To what extent do you agree with the claim that the nature of Japanese rule effectively prevented Korean resistance between 1910 and 1945?

The question requires that students consider the merits of the claim that the nature of Japanese rule prevented Korean resistance between 1910 and 1945. Students may argue that resistance from the Korean people was made difficult by the harsh laws, censorship and policing imposed by the Japanese. Political organisations, independent news organisations and trade unions were banned. The Public Security Preservation Law (1925) targeted leftist and nationalist movements, making open resistance difficult and dangerous. Japanese Assimilation policies also undermined a sense of shared cultural/national identity. However, students may argue that despite these repressive policies, Korean resistance remained significant. Students may discuss the March 1st Movement which involved millions of Koreans calling for independence. Underground resistance movements continued although most were established overseas. There were also armed uprisings led by Korean communists and nationalists, which, while always crushed, demonstrated that resistance persisted despite heavy repression. Students’ opinions and conclusions will be clearly stated and supported with appropriate evidence.

Regional study 6: Independence of India (1857–1964)

11. “The First World War was the most significant factor in the growth of Indian nationalism up to 1935.”
To what extent do you agree with this claim?

The question requires that students consider the merits of the claim that the First World War was the most significant factor in the development of Indian nationalism up to 1935. Students may argue that the war resulted in increased taxation and high inflation for the Indian people which increased anti-British sentiments. Many Indians contributed to the British war effort with the expectation that India would be rewarded with greater political autonomy after the war. However, these promises were not fulfilled and consequently support for independence grew. Students may also argue that Indian soldiers in the war were exposed to ideas of self-determination and now had a greater sense of political consciousness. Students may challenge the claim and argue that other factors were more significant. They may argue that pre-existing nationalist movements, the role of key leaders, repressive British policies, and events such as the 1919 Amritsar Massacre and the Non-Cooperation Movement were more significant in the development of Indian nationalism up to 1935. Students’ opinions and conclusions will be clearly stated and supported with appropriate evidence.

12. To what extent do you agree with the perspective that Jinnah was the most important factor in the rise of Muslim separatism?

The question requires that students consider the merits of the perspective that Jinnah was the most important factor in the rise of Muslim separatism. Students may argue that Jinnah’s leadership of the All-India Muslim League and his expression of Muslim political demands were central to the eventual creation of Pakistan. Jinnah transformed the All-India Muslim League into a substantial political force and gave a voice to the Indian Muslims who feared a Hindu-majority Indian National Congress. Students may claim that the Lahore Resolution (1940) was Jinnah’s most important contribution as this called for a demand for a separate Muslim state. Jinnah was also instrumental in negotiating with the British and his negotiating skills during the Cabinet Mission Plan led to British acceptance of partition of India. However, students may challenge this perspective and argue that other factors were more important such as British policies, long term Hindu-Muslim tensions, and socio-economic changes, which together created the conditions that led to Muslim separatism. Students’ opinions and conclusions will be clearly stated and supported with appropriate evidence.

Regional study 7: The emergence of independent states in Southeast Asia (1900–1990)

13. “Economic exploitation by the colonial powers was the main reason for the emergence of nationalist movements.” To what extent do you agree with this claim? Answer with reference to **one** country in Southeast Asia up to 1919.

The question requires that students consider the merits of the claim that economic exploitation by the colonial powers was the main reason for the emergence of nationalist movements in Southeast Asia up to 1919. Students may argue that economic exploitation exacerbated social inequality, worsened living conditions, and created resentment among the local population. Economic exploitation led to the displacement of local populations, the destruction of traditional economies, and the concentration of wealth in the hands of colonial elites and foreign companies. For example, in French Indochina, vast areas of land were appropriated for rubber plantations, while local farmers were pushed into poverty and forced labour. These labour practices, combined with heavy taxation and the imposition of monopolies, deepened economic inequality and created widespread resentment. The economic suffering of the local population fuelled anti-colonial sentiments, as nationalist leaders began to blame colonial rule for their economic miseries. However, students may claim that other factors, such as political oppression, the rise of educated elites and global influences were more important in developing nationalist movements during this period. Students’ opinions and conclusions will be clearly stated and supported with appropriate evidence.

14. “Ethnic and religious tensions were the most significant challenges for newly independent states.” To what extent do you agree with this claim? Answer with reference to **one** country in Southeast Asia.

The question requires that students consider the merits of the claim that ethnic and religious tensions were the greatest challenges facing newly independent states in Southeast Asia. Students may argue that many newly independent South-East Asian states experienced deeply entrenched ethnic and religious divisions because of colonial policies of divide and rule. For example, during colonial rule of Malaysia the British had brought in Chinese and Indian workers. In the years following independence tensions between the Malay Muslim majority and the Chinese and Indian minorities often erupted into riots, most notably in the 1969 race riots in Kuala Lumpur. Newly independent governments often faced the difficult task of balancing the interests of majority groups with those of ethnic and religious minorities. In Burma, for instance, the Burman majority dominated the government and marginalised ethnic minorities, leading to long-term conflicts and resistance from groups such as the Karen and Shan. Students may challenge this claim and argue that there were even greater challenges including political inexperience, military interference and the context of the Cold War. Students’ opinions and conclusions will be clearly stated and supported with appropriate evidence.

Regional study 8: Emergence of modern China (1910–1949)

15. To what extent do you agree with the claim that the New Culture Movement was the most important factor in the rise of national identity in China by 1919?

The question requires that students consider the merits of the claim that the New Culture Movement was the most important cause of the rise of a national identity in China by 1919. Students may argue that the New Culture Movement was essential in creating national identity by challenging the traditional Confucian social order and calling for individual freedom, democracy, and science (Mr. Science and Mr. Democracy) as the foundations of modern Chinese society. Many intellectuals associated the backwardness of China with its adherence to outdated traditions and believed that cultural reform was essential to national revitalization. The increase of newspapers/journals helped spread these ideas among the educated elite, particularly students, who would become key in the May Fourth Movement. Students may challenge this claim and argue other factors such as the growing resentment of foreign domination, warlordism, the First World War and the role of the May Fourth Movement were more significant in the rise of a national identity. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

16. "Military strategies were the most important reason for the Chinese Communist Party's victory in the Chinese Civil War in 1949." To what extent do you agree with this perspective?

The question requires that students consider the merits of the perspective that military strategies were the most important reason for the CCP's victory in the Chinese Civil War. Students may argue that effective military tactics played a key role in securing the CCP's victory. In the early stages of the war the CCP relied heavily on guerilla warfare tactics. These tactics allowed the CCP forces to weaken the stronger, but less mobile, Guomindang forces. By engaging in hit-and-run operations and avoiding large-scale confrontations the CCP was able to slowly erode the GMD's military strength. However, as the war progressed the CCP were able to switch to more conventional tactics and this was seen in the Liaoshen, Huaihai, and Pingjin Campaigns in 1948-1949, which were large-scale, coordinated military operations. Students may conclude that this adaptability in military strategy was crucial in turning the tide of the war. Students may challenge this perspective and argue that other factors were more important including political strategy, popular support, leadership, and the weaknesses of the GMD and international support. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

Regional study 9: Politics and economy in Japan (1912–2020)

17. To what extent do you agree with the claim that the Great Depression was the main reason for the emergence of ultra-nationalist groups in Japan?

The question requires that students consider the merits of the claim that the Great Depression was the main reason for the emergence of ultra nationalist groups in Japan. Students may argue that the Great Depression created the conditions needed for the rise of more extremist ideas. The depression significantly impacted Japan's export-based economy leading to collapsing markets, unemployment and low wages and these effects were also felt in the countryside. This hardship increased support for ultra-nationalist movements that promised strong leadership and national revival. Ultra-nationalist factions within the military and right-wing organisations engaged in political violence, including assassinations of liberal politicians and attempted coups. Students may challenge the claim and argue that other factors were more important including pre-existing militarism and ultra-nationalism, for example, the Black Dragon Society and Imperial Way Faction had existed prior to the Great Depression. Students may also consider imperial ambitions, relations with the west and the failings of the Taishō period to be significant factors. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

18. "US occupation was the main reason for the 'economic miracle' Japan experienced after the Second World War." To what extent do you agree with this perspective?

The question requires that students consider the merits of the perspective that US occupation was the main reason for the 'economic miracle' Japan experienced after the Second World War. Students may argue that US occupation laid the foundations for the 'economic miracle' Japan experienced from the 1950s to the 1980s through economic reforms, security guarantees and financial support. The Dodge Plan of 1949 was implemented under the US occupation and it stabilised Japan's economy by controlling inflation and spending. Huge loans and grants were given to Japan as well as access to US markets. Students may also argue that labour reforms and land reforms implemented under US occupation reduced social tensions and contributed to a more productive workforce. Students may challenge this perspective and argue that other factors were more significant including Japan's domestic policies, cultural values, and the context of the Cold War. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

Regional study 10: The Emergence of Central Asian republics (1917–2020)

19. To what extent do you agree with the claim that perestroika had a mainly negative impact on the economy of **one** Central Asian republic?

The question requires that students consider the merits of the claim that perestroika had a mainly negative impact on the economies of the Central Asian republics. Points discussed will vary depending on the chosen exemplar. Students may argue that the transition from a centrally planned economy to a more market-oriented one was poorly implemented leading to widespread disruptions in production, supply chains, and trade. This in turn led to the closure of many state-owned industries, resulting in job losses and a decline in industrial output. Students may also consider the negative impact of perestroika on the agricultural sector or the loss of Soviet subsidies and markets. Students may challenge the claim and argue that there were also significant positive economic outcomes of perestroika including increased local autonomy, development of entrepreneurship in retail and small manufacturing sectors and that overall, it laid the groundwork for future economic reforms. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

20. "Effective leadership was the most important factor in creating a new national identity after 1991." To what extent do you agree with this claim? Answer with reference to **one** Central Asian republic.

The question requires that students consider the merits of the claim that effective leadership was the most important factor in creating a new national identity. Points discussed will vary depending on the chosen exemplar. Students may argue that the vision of these leaders was essential in defining their new national identity and separating themselves from the Soviet Union. Examples of this could include Nursultan Nazarbayev of Kazakhstan and Islam Karimov of Uzbekistan. These leaders implemented policies that promoted national languages, histories, and cultural practices that had been suppressed under Soviet rule. Effective leadership was crucial in ensuring political stability during the tumultuous post-Soviet transition. Students may challenge the claim and argue that there were other more significant factors such as cultural renaissance, religious revival and international influences. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

Regional study 11: The Cold War in Asia (1949–2002)

21. “Disagreements over free elections were the main reason for the outbreak of war in Korea in 1950.”
To what extent do you agree with this claim?

The question requires that students consider the merits of the claim that disagreements over free elections were the main reason for the outbreak of war in Korea in 1950. Students may argue that the disagreement between the North and South over the holding of free, nationwide elections was a critical issue. The United States and the Soviet Union could not agree on how to reunify the Korean Peninsula through elections. The United Nations proposed elections in 1948 to create a unified government, but the North refused to participate, leading to the establishment of separate governments: the Republic of Korea (ROK) in the South and the Democratic People's Republic of Korea (DPRK) in the North. The lack of free elections meant that there was no peaceful resolution to the issue of who would govern a united Korea. Students may challenge the claim and argue that there were other more significant factors that led to the outbreak of war including the broader context of Cold War tensions, superpower involvement, and internal political issues. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

22. To what extent do you agree with the perspective that the nature of warfare in Vietnam was the main reason for the withdrawal of US troops by 1973?

The question requires that students consider the merits of the perspective that the nature of warfare in Vietnam was the main reason for the withdrawal of US troops by 1973. Students may discuss the guerilla warfare tactics adopted by the Viet Cong including ambushes and hit-and-run attacks which effectively disrupted US forces. The dense jungles and swampy deltas of Vietnam provided the perfect environment for guerilla warfare and the Viet Cong and NVA used the terrain to their advantage. Students may also consider how the ability of the Viet Cong to blend in with the civilian population made it difficult for US troops to distinguish between combatants and non-combatants. This led to US attacks on civilian populations undermining US efforts to win the "hearts and minds" of the South Vietnamese people. Students may challenge the claim and argue that there were other more significant factors that led to US withdrawal including US policies, protest in the US, the Tet Offensive and support for the Viet Cong from the Soviet Union and China. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

Regional study 12: The People's Republic of China (1949–2020)

23. To what extent do you agree with the claim that China was transformed by Mao's social reforms?

The question requires that students consider the merits of the claim that China was transformed by Mao's social reforms. Students may argue that Mao's policies towards women, healthcare, education and religion transformed the lives of the Chinese people. Mao's social reforms also brought significant changes to the status of women in Chinese society. The Marriage Law of 1950, for example, banned arranged marriages, child marriages, and concubinage, and gave women the right to divorce and own property. However, students may argue that traditional roles remained, and few women had significant positions, for example Politburo and other top leadership positions remained overwhelmingly male-dominated. Students may also discuss how education reforms under Mao led to greater access to schooling, particularly for peasants and workers. Literacy rates improved as the government sought to create a more educated and ideologically committed population. However, students may challenge this by arguing that the Cultural Revolution undid much of what had been achieved in education. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

24. "Relations between China and the US were always tense between 1949 and 2020."

To what extent do you agree with this perspective?

The question requires that students consider the merits of the perspective that relations between China and the US were always tense between 1949 and 2020. Students may argue that tension has been a consistent feature of China-US relations but particularly in the context of the Cold War. Students may consider the Korean War as an example of a time of significantly heightened tensions between the two countries, as Chinese forces directly confronted US-led UN forces on the Korean Peninsula. Throughout the 1950s and 1960s, the US sought to contain the spread of communism in Asia through alliances like SEATO and military involvement in conflicts like the Vietnam War. This strategic and ideological rivalry maintained a climate of hostility between the two nations. However, students may challenge this perspective and argue that the 1970s and 1980s were a period of rapprochement and the opening up of relations. The signing of the Shanghai Communiqué in 1972, could be claimed by students to be an example of these improved relations. The US also supported China's integration into the global economy, leading to China's membership of the World Trade Organization (WTO) in 2001. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

History
Higher level
Paper 3 – history of the Americas

Specimen paper

2 hours

Instructions to students

- Do not open this examination paper until instructed to do so.
- Answer two questions, each from a different regional study.
- Each question is worth **[15 marks]**.
- The maximum mark for this examination paper is **[30 marks]**.

Regional study 1: Indigenous societies in the Americas (circa 750–1500)

1. “The relationship between centralized rulers and local leaders was mutually beneficial.” To what extent do you agree with this claim? Answer with reference to **one** Indigenous society.
2. “Looting and pillaging played a limited role in warfare.” To what extent do you agree with this argument? Answer with reference to **one** Indigenous society.

Regional study 2: Colonialism and the system of slavery in the Americas (circa 1492–1830)

3. “The acquisition of resources was the most significant reason for European exploration.” To what extent do you agree with this view?
4. “Rebellions by enslaved peoples were the most effective form of resistance against their enslavement.” To what extent do you agree with this claim?

Regional study 3: Independence movements in the Americas (1763–1860)

5. “Economic factors were the main cause of independence movements in the Americas.” To what extent do you agree with this claim? Answer with reference to **one** independence movement.
6. “The treatment of marginalized groups was the most significant post-independence challenge.” To what extent do you agree with this statement? Answer with reference to **one** post-independence nation state.

Regional study 4: The US Civil War (1840–1877)

7. To what extent do you agree with the argument that economic differences between the North and South were the leading cause of the US Civil War?
8. “The Reconstruction amendments to the Constitution failed to achieve their aims.” To what extent do you agree with this statement?

Regional study 5: The formation of modern nations in the Americas (1860–1929)

9. “Inter-American trade significantly contributed to economic transformation.” To what extent do you agree with this claim? Answer with reference to **one** country in the Americas.
10. “The opportunity to acquire land was the most important factor in attracting European and/or Asian immigrants.” To what extent do you agree with this statement? Answer with reference to **one** country in the Americas.

Regional study 6: The Mexican Revolution (1884–1940)

11. “Economic factors played the most significant role in the outbreak of the Mexican Revolution.” To what extent do you agree with this statement?
12. “The Mexican Revolution significantly changed the role of women.” To what extent do you agree with this claim?

Regional study 7: The Great Depression in the Americas (circa 1920–1939)

13. “Government solutions to the Great Depression were largely ineffective.” To what extent do you agree with this perspective? Answer with reference to **either** the United States **or** Canada.
14. “Agrarian reforms effectively dealt with the problems caused by the Great Depression.” To what extent do you agree with this statement? Answer with reference to **one** country in Latin America.

Regional study 8: Emergence of the Americas in global affairs (1880–1945)

15. “Economic factors were the major reason for the expansionist foreign policy of the United States between 1898 and 1936.” To what extent do you agree with this argument?
16. “The Second World War had a positive impact on women and marginalized groups.” To what extent do you agree with this claim? Answer with reference to **one** country in the Americas.

Regional study 9: The Americas during the Cold War (1945–1991)

17. “US foreign policy towards Latin America between 1968 and 1988 had a negative impact.” To what extent do you agree with this argument?
18. “The Rio Pact and the formation of the Organization of American States (OAS) significantly improved regional collaboration.” To what extent do you agree with this perspective? Answer with reference to **one** country in Latin America.

Regional study 10: Political developments in Latin America (1934–2020)

19. “Social factors were the main reason for the outbreak of the Cuban Revolution.” To what extent do you agree with this statement?
20. “The suppression of opposition was the most important factor in maintaining military dictatorships.” To what extent do you agree with this view? Answer with reference to **one** country in Latin America.

Regional study 11: Social movements in the Americas (1945–2020)

21. To what extent do you agree with the claim that the African American civil rights movement was more effective between 1954 and 1964 than it was post-1964?
22. “Social movements in the Americas failed to improve the economic and social status of the people they represented.” To what extent do you agree with this statement? Answer with reference to **one** social movement (excluding the African American civil rights movement).

Regional study 12: Political developments in the USA and Canada (1960–2020)

23. “Barack Obama’s domestic policies achieved all of their aims.” To what extent do you agree with this claim?
24. “Pierre Trudeau was the most successful Canadian prime minister between 1960 and 1980.” To what extent do you agree with this perspective?

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Markscheme

History

Higher level

Paper 3 – history of the Americas

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Level Descriptor

0	Answers do not reach a standard described by the descriptors below. The response demonstrates some historical knowledge but does not address the argument in the question.
1-3	The response is an outline of unsubstantiated assertions or generalizations , with minimal reference to perspectives which lack relevance . The response does not lead to a clear judgement
4-6	The response shows limited understanding of the argument in the question. The response is descriptive , and reference to perspectives are vague or unsupported. A superficial judgement is stated though this is not supported by the rest of the response The response shows some understanding of the argument in the question, though this lacks depth.
7-9	The response gives some limited evaluation of perspectives on the argument, though is more often descriptive. The response gives a judgement which is partially consistent with the evaluation
10-12	The response shows understanding of the argument in the question. The response gives an evaluation of perspectives on the argument, though this lacks depth or balance. The response gives a partially substantiated judgement which is consistent with the evaluation
13-15	The response shows an in-depth understanding of the argument in the question. The response gives a thorough and well-balanced evaluation of a range of perspectives on the argument. The response gives a substantiated judgement which is consistent with the evaluation

Regional study 1: Indigenous societies in the Americas (circa 750–1500)

1. “The relationship between centralized rulers and local leaders was mutually beneficial.” To what extent do you agree with this claim? Answer with reference to **one** Indigenous society.

The question requires that students consider the merits or otherwise of the claim that the relationship between centralized rulers and local leaders was mutually beneficial. Students may support the statement considering examples where centralized rulers and local leaders collaborated to gain group consensus for decision making. They may also discuss the dependency of centralized rulers and local leaders to successfully manage local communities and for the collection of taxes. Local leaders also played a role contributing to legitimate central authorities. Centralized rulers could use public revenues to build infrastructure, monuments and developed extensive bureaucracies to reward local leaders. Local leaders also benefited from the military forces and defence policies applied by the central rulers. Students may challenge the statement claiming there was constant competition between centralized rulers and local leaders. The central government’s monopoly of the use of violence, taxes and the imposition of the law meant for many local leaders a reduction of their authority. A close relationship with centralized rulers also tied local leaders’ status to the success or failures of centralized rulers. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

2. “Looting and pillaging played a limited role in warfare.” To what extent do you agree with this argument? Answer with reference to **one** Indigenous society.

The question requires that students consider the merits or otherwise of the argument that looting and pillaging played a limited role in warfare in Indigenous societies. Students may support the claim stating that the main goal of warfare was to conquer new territories and subjugate people rather than looting and pillaging. They may also claim that looting and pillaging were practiced in a limited way, and most of the conquered goods, lands and people were divided according to the Indigenous hierarchy and/or were managed by the state. Furthermore, students may argue that the aim of many indigenous conquerors were to tax the vanquished people instead of taking their livelihood. Students may challenge the statement claiming that looting and pillaging played a significant role in warfare since it helped to accumulate more wealth. Letting soldiers loot and pillage could also be a way to pay them for their services during the war. In the case of those communities who tried to resist and were defeated, the looting and pillaging could have been a way to punish their behaviour. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

Regional study 2: Colonialism and the system of slavery in the Americas (circa1492–1830)

3. “The acquisition of resources was the most significant reason for European exploration.” To what extent do you agree with this statement?

The question requires that students consider the merits of the view that the acquisition of resources was the most significant reason for the voyages of exploration. To support the statement students may consider that the search for precious metals and species was the main aim that moved Columbus to explore new sea routes, to avoid the encounter with Muslim ships, and to replace the depletion of African mines. They may also consider the need of gold and silver to mint coin, to pay the bureaucracy and army, to pay loans, and for luxury purposes. Students may challenge the statement by referring to the search for land as the main goal, especially for some members from the European lower nobility, conquerors of poor origins and the emerging bourgeoisie. They may also argue that the acquisition of land was important to boost the prestige of Europeans crowns and to supply several products such as species and wood. They may also discuss the advances in shipbuilding, navigation and cartography as well as the quest for knowledge and/or the interest in expanding religion as reasons for the exploration. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

4. “Rebellions by enslaved peoples were the most effective form of resistance against their enslavement.” To what extent do you agree with this claim?

The question requires that students consider the merits of the statement that rebellions by enslaved peoples were the most effective forms of resistance against enslavement. Students may support the statement by discussing examples of slave uprisings and insurrections organized by fugitive groups that carried out attacks, burning of houses and conspiracies to end slavery. These insurrections usually took place in regions where slaves outnumbered their masters, where the masters were absent, during periods of economic distress, or during periods of conflicts within the ruling elite. Students may challenge the claim stating that massive and violent rebellions were short-lived and quickly defeated. They may argue that the most common form of resistance were day-to-day actions like feigning illness, working slowly, misplace or damage the tools and the products, etc. Students may consider that these tactics were usually difficult to detect or prove by the masters. They may also consider the effectiveness of other types of resistance such as theft, arson, sabotage and running away. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

Regional study 3: Independence movements in the Americas (1763–1860)

5. “Economic factors were the main cause of independence movements in the Americas.” To what extent do you agree with this claim? Answer with reference to **one** independence movement.

The question requires that students offer a considered and balanced review of the claim that economic causes were the most significant reasons for independence movements by examining one country within the given timeframe. Economic causes that might be considered will vary depending on the independence movement chosen, but might include taxation, trade policies, restrictive land policies, concerns of wealthy colonial leaders regarding protection of their economic interests, tensions between rural and urban areas and economic inequality between different social classes. Other causes will also vary depending on the movement chosen, but could include political, social or ideological. While other factors may be discussed, the suggestion that economic causes were the most significant reasons must be considered. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

6. “The treatment of marginalized groups was the most significant post-independence challenge.” To what extent do you agree with this statement? Answer with reference to **one** post-independence nation state.

The question requires that students consider the merits of the claim that the treatment of marginalized groups was the most significant post-independence challenge. Students may support the statement claiming that post-independence governments did not have a clear set of policies towards marginalized groups. Indigenous communities were one of the groups that posed a major challenge since their lands were attractive to the new governments. Also, because of the racist ideas of the time, they were not considered as full members of the new nations. Students may also consider the situation of some groups of immigrants who posed a challenge for the new governments that were responsible for their accommodation, working conditions, education and integration in the local society. In some cases, people marginalized by their religion and gender did not enjoy full rights and their claims posed a significant challenge to new governments. Students may challenge the statement considering that there were other significant challenges in the post-independence period like the ongoing territorial conflicts; the political instability, the urgency to write a constitution; and the need to establish new diplomatic relations. Also, the economy was a major concern for the post-independence governments responsible for organizing the tax system, minting new currency and establishing trade treaties. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

Regional study 4: The US Civil War (1840–1877)

7. To what extent do you agree with the argument that economic differences between the North and South were the leading cause of the US Civil War?

The question requires that students consider the merits of the argument that economic differences between the North and the South were the leading cause of the U.S. Civil War. For students who support this argument, they must indicate how the economic differences caused the Civil War, not merely identify them and they must indicate how they were the leading cause of the war. These economic differences could be, but are not limited to, industrial North vs agricultural South, protective tariffs, land policy, territorial expansion, slavery and its expansion and general trade policy. Some answers may counter the premise of the question by looking at political or social issues as being more influential in the origin of the conflict, but economic differences must be addressed. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

8. "The Reconstruction amendments to the Constitution failed to achieve their aims." To what extent do you agree with this statement?

The question requires that students consider the merits of the statement that the Reconstruction Amendments to the US Constitution failed to achieve their aims. Students need to determine the degree to which the 13th, 14th and 15th amendments were effectively implemented. They could argue that the amendments did in fact ban slavery, give citizenship and equal treatment under the law to all former slaves, and enfranchise Black males in theory, but in practice, the results were far different, especially after Union troops left the South in 1877. Students might argue that sharecropping came into existence, which wasn't much different than slavery. Black codes and Jim Crow laws decreased the rights guaranteed by the 14th and 15th amendments. They also might refer to the negative impacts of the ending of the Freedmen's Bureau and the emergence of the Ku Klux Klan. Students might suggest that the amendments partially achieved their aims by noting that actual slavery ended, and Black Americans did vote, if only briefly. Before the Redeemers came to power, Black Americans controlled the state houses in Mississippi and South Carolina, and some were elected to the US Congress. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

Regional study 5: The formation of modern nations in the Americas (1860–1929)

9. “Inter-American trade significantly contributed to economic transformation.” To what extent do you agree with this claim? Answer with reference to **one** country in the Americas.

The question requires that students consider the merits or otherwise of the claim that inter-American trade significantly contributed to economic transformation. Students may support the statement considering that by the end of the 19th century the influence of the US grew and replaced European countries in many trade- operations. These operations included the exploitation of natural resources as well as the influx of several US investments in heavy industry, finances, banks and strategic routes. They may also evaluate the early commercial interchanges between other American countries that also gave their administrations the possibility to transform their economies, especially during the First World War when relations with Europe were severed. Students may challenge the statement claiming that many nations still lacked a proper finance system, credits, customs and had weak currencies that limited the possibility of inter-American trade. They may also consider the major influence that European metropolis had in the continent. Many nations were bound to European countries by treaties as producers of raw material and food. Also, many imports of capital and services still came from Europe, like railroads, banks and energy. Another factor that prevented inter-American trade were the military and political conflicts among American nations. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

10. “The opportunity to acquire land was the most important factor in attracting European and/or Asian immigrants.” To what extent do you agree with this statement? Answer with reference to **one** country in the Americas.

The question requires that students consider the merits of the statement that the opportunity to acquire land was the most important factor for attracting European and/or Asian immigration. Students may support the statement claiming that for many immigrants the access to land was easier in the Americas than in their homeland. They were also attracted ~~with~~ **by** low taxes and the offer to work in the countryside. Several modern nations also promoted the entry of European and/or Asian immigrants to populate vast empty regions. Students may challenge the statement considering that in many cases the powerful local elites appropriated most of the land. Consequently, many immigrants could only rent plots and were exploited under draconian agreements. In the case of Asian immigrants, like the Chinese workers who migrated to the US, they also worked in the gold mines and took jobs in factories, especially in the garment industry. Students may also state that modern nations had difficulty absorbing immigrants and many ended up living in cities rather than in the countryside. They may also evaluate other factors as the main reasons to migrate such as the political freedom they could enjoy in the new nations; the religious tolerance; the need to escape from punishment; or the need to send money back to Europe and Asia to support their families. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

Regional study 6: The Mexican Revolution (1884–1940)

11. “Economic factors played the most significant role in the outbreak of the Mexican Revolution.” To what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that economic factors played the most significant role in the outbreak of the Mexican Revolution. Students may support the statement considering that despite the economic development the country experienced under Porfirio Díaz, most Mexicans did not enjoy the benefits and the gap between rich and poor grew. Díaz favoured the elite and foreign investors and, in order to gain the support of the *hacendados*, much of the land was taken away from the rural peasants. Students may also consider the lower standards of living which provoked workers' strikes. These were violently suppressed causing unrest to increase. Students may challenge the statement referring to Díaz's rule as the main cause of the outbreak of the Mexican Revolution. The longevity of Díaz's rule, his concentration of power and practices like electoral fraud and the curtailing of political freedoms were also causes for the outbreak. As well, students may argue that foreign intervention in economic and political affairs contributed to the rise of nationalist feelings. Other relevant factors may be addressed, for example the emergence of opposition leaders, but with a focus on the issue in the question. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

12. “The Mexican Revolution significantly changed the role of women.” To what extent do you agree with this claim?

The question requires that students consider the merits of the statement that the Mexican Revolution significantly changed the role of women. To support the statement, students may consider the participation of “soldaderas”, women who abandoned the domestic sphere to take part in the fighting while also providing services like foraging, food preparation, arms smuggling, nursing, and companionship. Students may argue that the revolution pushed women to participate in mutual aid societies, mobilisations and strikes. The role of women during the revolution led to the celebration of the first feminist congress in 1916 with the aim of promoting women's right to vote. Other relevant factors may be addressed, like the new Law of Family and Relations that gave married women new rights or the constitution of 1917 that incorporated laws to protect working mothers. Students may challenge the statement claiming that women were left aside when key decisions were taken regarding how to proceed during the revolutionary process. They were also absent from important political positions. Students may also discuss the negative view of the role played by the soldaderas. Besides, the revolution had a limited success fighting traditional and misogynistic ideas. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

Regional study 7: The Great Depression in the Americas (circa 1920–1939)

13. “Government solutions to the Great Depression were largely ineffective.” To what extent do you agree with this perspective? Answer with reference to **either** the United States **or** Canada.

The question requires that students consider the merits of the perspective that government solutions to the Great Depression were largely ineffective by examining the solutions in either the United States or Canada. For the US, students need to determine the degree to which solutions proposed by Hoover and Roosevelt were effective. They might consider the initial laissez-faire approach of Hoover and his later limited actions, noting the increased unemployment and bank failures. Students might disagree with the statement by noting the success of Roosevelt’s New Deal in lowering unemployment, decreasing bank failures and restoring confidence. Though some might say it was only partially successful by indicating the 1937 recession and the impact of the Second World War in truly ending the depression. For Canada, students need to evaluate the effectiveness of King’s and Bennett’s solutions. King’s inaction cost him the election in 1930. Students might evaluate the effectiveness of Bennett’s initial conservative fiscal viewpoint, tariff and trade policy, the Unemployment Relief Act, labor camps, the Bank of Canada Act and Bennett’s New Deal programs. King returned to power in 1935 and implemented many New Deal-like programs. Like the US, students might conclude that WWII was most responsible for ending the depression. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

14. “Agrarian reforms effectively dealt with the problems caused by the Great Depression.” To what extent do you agree with this statement? Answer with reference to **one** country in Latin America.

Students will consider the merits or otherwise of the statement that agrarian reforms effectively dealt with the problems caused by the Great Depression in one Latin American country. Students may support the statement considering that several Latin American governments considered the launching of agrarian reforms as a policy to reduce poverty and inequality and to secure political stability after the Great Depression. In some countries, the reforms also ended with historical inequalities, restored villages and freed peons. As examples, they may consider the case of Mexico and the Agrarian Code of 1934; or the developments that took place in Argentina where criticism of the anachronistic agrarian structure started to undermine the social structure. Students may challenge the statement claiming that in most Latin American countries the agrarian reforms were recent and came only in response to the threat of social and political instability. Besides, they had limited success and threatened large, efficiently run farms. They also provided compensation for the expropriated land and hence left wealth and income distribution largely unaffected. Last, the redistribution of land has rarely been fortified by protective measures to prevent reconcentration of ownership and the recurrence of crises. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

Regional study 8: Emergence of the Americas in global affairs (1880–1945)

15. “Economic factors were the major reason for the expansionist foreign policy of the United States between 1898 and 1936.” To what extent do you agree with this argument?

The question requires that students consider the merits of the argument that economic factors were the major reason for the expansionist foreign policy of the United States between 1898 and 1936. Students might discuss the economic motives for the Spanish-American War and the foreign policies of T. Roosevelt, Taft and Wilson. FDR’s Good Neighbor Policy could be seen as entirely economically motivated because of the Great Depression. Students might argue that the need for new markets and raw materials for US businesses were additional economic factors. Those that challenge the claim might consider ideological reasons such as spreading US values, helping to “civilize” other states and establishing the US as a world power. Military reasons for expansion might include protecting the Panama Canal, having overseas bases and a two-ocean navy. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

16. “The Second World War had a positive impact on women and marginalized groups.” To what extent do you agree with this claim? Answer with reference to **one** country in the Americas.

The question requires that students consider the merits of the claim that the Second World War had a positive impact on women and marginalized groups by examining the impact on one country in the Americas. Any country with the region is acceptable, but most will likely choose the United States or Canada. Regardless of which country is chosen, students must address specific impacts on women and marginalized groups. There does not need to be an equal treatment of each, but there must be some discussion of each. Students may discuss increased employment opportunities for both, as well as participation in the armed forces. They may argue that this involvement led to later civil rights and feminist movements. Students may claim that the war had both a positive and a negative impact on both groups arguing that sexism and racism still existed, especially for those of Japanese origin. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

Regional study 9: The Americas during the Cold War (1945–1991)

17. “US foreign policy towards Latin America between 1968 and 1988 had a negative impact.” To what extent do you agree with this argument?

The question requires that students consider the merits of the argument that US foreign policy towards Latin America between 1968 and 1988 had a negative impact. Students will need to discuss US foreign policy towards Latin America during this time and determine the degree to which it had a negative impact. The discussion of impact could extend beyond the time frame but must be clearly linked to the issue raised in the question. The impact of US foreign policy could be political, economic or social. Students who support the premise may consider the School of the Americas and the Condor Plan, Nixon’s actions in Chile and Reagan’s support of the Contras in Nicaragua. Students may challenge the statement by referring to Carter’s support for human rights, his acceptance of the Sandinistas and the Panama Canal Treaty. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

18. “The Rio Pact and the formation of the Organization of American States (OAS) significantly improved regional collaboration.” To what extent do you agree with this perspective? Answer with reference to **one** country in Latin America.

The question requires that students consider the merits of the perspective that the Rio Pact and the formation of the Organization of American States significantly improved regional collaboration during the specific time frame. The Rio Pact of 1947 and the formation of the OAS in 1948 were designed to improve regional collaboration. Students must determine if they did. The Rio Pact established collective hemispheric defence, while the OAS promoted conflict resolution and collective security. Students who agree with the premise are likely to point out increased cultural exchanges, the Alliance for Progress, the unanimous support of the US naval blockade of Cuba during the Cuban Missile Crisis, and the expansion of the goals of the OAS in 1967 to include social, economic and human rights provisions. Students who disagree might argue that despite these agreements, the United States often acted unilaterally as in Guatemala, Cuba, the Dominican Republic and Grenada. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

Regional study 10: Political developments in Latin America (1934–2020)

19. “Social factors were the main reason for the outbreak of the Cuban Revolution.” To what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that social factors were the main reason for the outbreak of the Cuban Revolution. Students may support the statement considering that social discontent was fuelled by the division between those who worked in the countryside and lived in dire poverty, and those who lived in prosperous cities like Havana. They may also consider the role of the legacy of the enslavement of Black people that also remained a social problem. Social discontent was also a response to the booming of brothels and casinos that brought to the island gambling, illicit drugs and sex trade, as well as a reaction to the corruption under Fulgencio Batista's presidency. Batista was also responsible for instating links between the government and organized crime, as well as allowing American companies to dominate across the Cuban economy. Students may challenge the statement arguing that the ongoing political instability played a major role. Several years of regime changes had left Cuba politically unstable. Other relevant factors may be addressed, for example the influence of Marxist ideas and the role played by the leaders of the Cuban Revolution convincing people to join. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

20. “The suppression of opposition was the most important factor in maintaining military dictatorships.” To what extent do you agree with this view? Answer with reference to **one** country in Latin America.

The question requires that students consider the merits of the view that the suppression of opposition was the most important factor in maintaining **one** military dictatorship in Latin America. Students may consider the application of a wide range of policies to deal with opposition such as the control of mass-media, indoctrination through education, the censorship, the suspension of elections, and the proscription of political parties, unions, movements and associations. Military dictators in Latin America also persecuted opponents, forced them to exile and/or segregated them from work, political and social areas. These policies allowed them to control public opinion and strengthened their power. Military dictators also applied torture methods to defeat their opponents and discourage any act of rebellion and, in many cases, opponents were illegally imprisoned and/or killed. Students may challenge the statement considering that the maintenance of power depended on the economic success dictatorships may had, and/or their ability to counteract guerrilla movements. They may also challenge the effectiveness of the suppression of opposition since political parties and civil associations survived. Also, some opponents had the opportunity to denounce internationally the treatment of opposition, damaging the dictator's reputation. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

Regional study 11: Social movements in the Americas (1945–2020)

21. To what extent do you agree with the claim that the African American civil rights movement was more effective between 1954 and 1964 than it was post-1964?

The question requires that students consider the merits of the claim that the African American Civil Rights Movement was more effective up to 1964. Students will need to evaluate the effectiveness of actions taken prior to 1965 and compare that effectiveness to that of the actions taken afterwards. Students who support this claim may refer to successes of the Brown v Board of Education Supreme Court decision, the Montgomery Bus Boycott, the Little Rock Crisis, the Civil Rights Acts of 1957 and 1960, the lunch counter sit-ins, the March on Washington and the Civil Rights Act of 1964. Successful actions in 1965 and after include the Voting Rights Act of 1965, the Civil Rights Act of 1968, the Loving v Virginia Supreme court case and affirmative action program in the 70s and 80s. Students may also discuss ineffective actions during each period such as the Freedom Rides in 1961, the Children's Crusade in 1963, Bloody Sunday in 1965, and race riots in 1967 and 1968. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

22. "Social movements in the Americas failed to improve the economic and social status of the people they represented." To what extent do you agree with this statement? Answer with reference to **one** social movement (excluding the African American civil rights movement).

The question requires that students consider the merits of the statement that social movements in the Americas failed to improve the economic and social status of the people they represented. Answers will vary depending on the movements and countries chosen. Possible movements could be Hispanic, feminist, Indigenous, youth, counterculture, disability, Afro-Latino, and Afro-Caribbean movements, but accept any social movement. Students who agree with the premise, might argue that despite the movement, represented people still tended to be at a lower socio-economic level, remained in segregated settings, had poor housing or poor living conditions, and little chance for improvement. Those who disagree with the statement might argue that were there were some successes in voting rights, legal rights, land rights and education, which improved people's economic and social status. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

Regional study 12: Political developments in the USA and Canada (1960–2020)

23. “Barack Obama’s domestic policies achieved all of their aims.” To what extent do you agree with this claim?

The question requires that students consider the merits of the claim that Barack Obama’s domestic policies achieved all of their aims. Students will need to identify his domestic policies and determine if they were successful. Those that agree that Obama’s domestic policies achieved their aims may refer to the Recovery Act of 2009 and his bailout of the automobile industry in response to the Great Recession of 2008 and passage of the Dodd-Frank Wall Street Reform Act. Unemployment, which had been nearly 10%, dropped to 5% by the end of his first term. Students may see as successes the passage of the Affordable Health Care Act, the Fair Pay Act, and the DACA program. Those who disagree are likely to argue that Obama’s policies did not do as promised, increased the size and involvement of the federal government and created enormous federal deficits. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

24. “Pierre Trudeau was the most successful Canadian prime minister between 1960 and 1980.” To what extent do you agree with this perspective?

The question requires that students consider the merits of the perspective that Pierre Trudeau was the most successful Canadian Prime Minister between 1960 and 1980. Trudeau’s term after 1980 is not relevant to the question. Students will need to determine if Trudeau was more successful than Diefenbaker, Pearson, and Clark. Clark was only prime minister for a year and half of Diefenbaker’s tenure was pre-1960. The debate will probably be between Trudeau and Pearson. Polls of historians tend to be evenly divided between the two. Students who agree with the statement may refer to Trudeau’s accomplishments such as the passage of the Official Languages Act, instituting a multiculturalism policy, liberalizing laws on abortion and homosexuality, expanding unemployment insurance and health care, and ending the October Crisis by using the War Measures Act. Those who believe that Pearson was more successful may refer to his rebuilding of the Liberal Party, approval of the Bomarc missile program, promotion of universal health care, passage of Canadian Pension Plan and creating two national commissions to study the status of women and bilingualism and biculturalism. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

History
Higher level
Paper 3 – history of Africa and the Middle East

Specimen paper

2 hours

Instructions to students

- Do not open this examination paper until instructed to do so.
- Answer two questions, each from a different regional study.
- Each question is worth **[15 marks]**.
- The maximum mark for this examination paper is **[30 marks]**.

Regional study 1: Transformation in North Africa and the Middle East (750–1291)

1. To what extent do you agree with the claim that civil wars were the main reason for the collapse of the Abbasids?
2. “Salah-ad Din’s impact on the Crusades was greater than that of any other Muslim leader.” To what extent do you agree with this argument?

Regional study 2: Pre-colonial sub-Saharan African States (circa 800–1945)

3. “Economic factors were more important than political factors in the emergence of pre-colonial sub-Saharan African states.” To what extent do you agree with this perspective? Answer with reference to **one** state.
4. “Religion had a limited role in the success of pre-colonial sub-Saharan African states.” To what extent do you agree with this statement? Answer with reference to **one** state.

Regional study 3: The African slave trade (1500–1900)

5. “Internal rivalries and warfare among African states had little impact on the expansion of the Atlantic slave trade.” To what extent do you agree with this argument?
6. To what extent do you agree with the claim that the expansion of European colonialism was the main reason for the abolition of the slave trade in Africa?

Regional study 4: The Ottoman Empire and the creation of Türkiye (circa 1790–1938)

7. To what extent do you agree with the argument that the rise of Muhammad Ali had a limited role in the decline of the Ottoman Empire?
8. “Ataturk’s social policies successfully revolutionized Türkiye.” To what extent do you agree with this claim?

Regional study 5: European imperialism and the partition of Africa (circa 1840–1920)

9. To what extent do you agree with the argument that European demand for raw materials was the most important economic cause of the partition of Africa?
10. “Bismarck played a minor role in the partition of Africa.” To what extent do you agree with this claim?

Regional study 6: Developments in South Africa (1867–2020)

11. “The most important impact of the Mineral Revolution was the growth of Boer nationalism.” To what extent do you agree with this claim?
12. To what extent do you agree with the perspective that the African National Congress (ANC) adopted armed struggle because of the Sharpeville massacre?

Regional study 7: Colonialism and crisis in Rwanda and the Congo (circa 1875–2003)

13. To what extent do you agree with the argument that Belgian rule was responsible for the genocide in Rwanda?
14. To what extent do you agree with the argument that Mobutu Sese Seko’s rule was entirely negative for Zaire?

Regional study 8: Colonialism in Côte d’Ivoire, Kenya, Mozambique, Nigeria, Senegal and Uganda (1890–1980)

15. “The impact of indirect rule on African colonies was mostly positive.” To what extent do you agree with this claim? Answer with reference to **one** of the prescribed countries.
16. “African women mainly benefited from colonial rule.” To what extent do you agree with this claim? Answer with reference to **one** of the prescribed countries.

Regional study 9: Conflict and instability in the Middle East (1896–2020)

17. To what extent do you agree with the claim that the Arab Revolt of 1936 was caused entirely by the policies of the British?
18. “The peace process in the Middle East between 1979 and 2020 was not a complete failure.” To what extent do you agree with this perspective?

Regional study 10: Independence movements in Algeria, Angola, Ghana, Guinea, Namibia and Tanganyika (circa 1900–2000)

19. “Racial discrimination was the main factor in the growth of independence movements.” To what extent do you agree with this claim? Answer with reference to **one** of the prescribed independence movements.
20. “Charismatic leadership was the most important reason for the achievement of independence in Africa.” To what extent do you agree with this claim? Answer with reference to **one** of the prescribed independence movements.

Regional study 11: Revolution, reform and foreign relations in the Middle East (circa 1945–2020)

21. To what extent do you agree with the perspective that Nasser failed to achieve the goals of his domestic policies?
22. “The Lebanese Civil War had limited impact on other countries in the region.” To what extent do you agree with this claim?

Regional study 12: Modern developments in Ethiopia, Niger, Somalia, Tunisia, Zambia and Zimbabwe (circa 1945–2020)

23. “African countries found it impossible to achieve sustained economic growth.” To what extent do you agree with this claim? Answer with reference to **one** of the prescribed countries.
 24. “Ethnic tensions were the most significant cause of civil wars in Africa.” To what extent do you agree with this claim? Answer with reference to **one** of the prescribed countries.
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Markscheme

History

Higher level

Paper 3 – history of Africa and the Middle East

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Level Descriptor

0	Answers do not reach a standard described by the descriptors below. The response demonstrates some historical knowledge but does not address the argument in the question.
1-3	The response is an outline of unsubstantiated assertions or generalizations , with minimal reference to perspectives which lack relevance . The response does not lead to a clear judgement
4-6	The response shows limited understanding of the argument in the question. The response is descriptive , and reference to perspectives are vague or unsupported. A superficial judgement is stated though this is not supported by the rest of the response The response shows some understanding of the argument in the question, though this lacks depth.
7-9	The response gives some limited evaluation of perspectives on the argument, though is more often descriptive. The response gives a judgement which is partially consistent with the evaluation
10-12	The response shows understanding of the argument in the question. The response gives an evaluation of perspectives on the argument, though this lacks depth or balance. The response gives a partially substantiated judgement which is consistent with the evaluation
13-15	The response shows an in-depth understanding of the argument in the question. The response gives a thorough and well-balanced evaluation of a range of perspectives on the argument. The response gives a substantiated judgement which is consistent with the evaluation

Regional study 1: Transformation in North Africa and the Middle East (750–1291)

1. To what extent do you agree with the claim that civil wars were the main reason for the collapse of the Abbasids?

The question requires that students consider the merits or otherwise of the claim that civil wars were the main reason for the collapse of the Abbasids. Students may consider the death of Harun al-Rashid which brought an end of the Golden Age of Islam. His three sons and their supporters waged a series of civil wars of succession, as the capital Baghdad was brought under siege by rival forces. These problems were compounded by a series of regional revolts and rebellions which further weakened the empire. While al-Mamun eventually restored some order to the caliphate, its prestige and authority had been compromised, and it gradually contracted before finally succumbing to the Mongols. Other relevant claims may be addressed, for example that the Abbasid collapse was hastened by the emergence of strong ideological opposition in North Africa in the form of the Fatimids, or that powerful regional rivals such as the Seljuks further contributed to its demise by chipping away at its territory. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. "Salah-ad Din's impact on the Crusades was greater than that of any other Muslim leader." To what extent do you agree with this argument?

The question requires that students consider the merits or otherwise of the argument that Salah-ad Din's impact on the Crusades was greater than that of any other Muslim leader. Students may offer equal coverage of Salah-ad Din and other leaders, or they may prioritise their assessment of either. Students may consider Salah-ad Din's success in unifying the remnants of the 'Abbasid Caliphate and forging a united Muslim front against the Crusaders. His armies defeated the Crusader forces at the Battle of Hattin, a victory which swung the momentum of the Crusades away from the Christians and towards the Muslims. Salah-ad Din followed this triumph with the successful capture of Jerusalem, though he failed in his attempt to take the strategically important city of Acre. Other relevant arguments may be addressed, for example that other leaders were as or more successful than Salah-ad Din. The impact of the following leaders may be considered: Zengi, who succeeded in capturing the Crusader state of Edessa, and whose actions prompted the Second Crusade; Nur ad-Din, who repulsed enemy attacks during the Second Crusade; and Baybars, who united Syria and Egypt and took Jaffa and Antioch from the Crusaders. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Regional study 2: Pre-colonial sub-Saharan African States (circa 800–1945)

3. “Economic factors were more important than political factors in the emergence of sub-Saharan African states.” To what extent do you agree with this perspective? Answer with reference to **one** state.

The question requires that students consider the merits or otherwise of the perspective that economic factors were more important than political factors in the emergence of pre-colonial sub-Saharan African states, with reference to one state. Students may offer equal coverage of economic and political factors, or they may prioritize their assessment of either. However, both aspects will be a feature of the response. Students may consider the importance of an economically advantageous location to the emergence of states, particularly where this enabled control of lucrative trade routes. This allowed them to levy duties on goods passing through their territories, such as gold, salt and ivory. The presence of mineral wealth and the development of commercial agriculture and urban trading centres also contributed to the emergence of states. Revenues from trade and other forms of economic activity allowed states to purchase modern weaponry, which allowed them to expand by conquering their neighbours. Other relevant perspectives may be addressed, for example that political factors were as or more important to the rise of states. Political factors may include the role of leaders and of administrative systems, including the presence of centralised rule. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. “Religion had a limited role in the success of sub-Saharan African states.” To what extent do you agree with this statement? Answer with reference to **one** state.

The question requires that students consider the merits or otherwise of the perspective that religion had little role to play in the success of pre-colonial sub-Saharan African states. Students may consider the argument that religion, while clearly an important social aspect of African states, was insignificant compared to other factors such as political and economic. Alternatively, they may argue that religion contributed to the creation of a state’s sense of cultural identity, and that it knitted together disparate groups and provided a source of motivation that was often key to success, especially in warfare. Religion may refer to traditional belief systems or to religions which spread across a region, including Islam. Religion helped distinguish citizens of states from those of other groups and lent legitimacy to political structures, which contributed to the maintenance of social order. Other relevant perspectives may be addressed, for example that economic and political factors were more important than religion. Economic factors may include success in trade and political factors may include strong leadership or the nature of the administrative system. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Regional study 3: The African slave trade (1500–1900)

5. “Internal rivalries and warfare among African states had little impact on the expansion of the Atlantic slave trade.” To what extent do you agree with this argument?

The question requires that students consider the merits or otherwise of the argument that internal rivalries and warfare among African states had little impact on the expansion of the Atlantic slave trade. Discussion of the impact of factors may predate the timeframe but it must be clearly linked to the issue raised in the question. Students may consider the argument that internal rivalries and warfare may have facilitated the trade but were not the key reason for its growth, unlike other factors such as the expansion of plantation agriculture in the Americas and developments in maritime technology. Alternatively, they may argue that without the existing practice of slavery in West Africa it would have been impossible to expand it to the scale required to satisfy the increase in demand from across the Atlantic. Some states took advantage of new economic opportunities to attack rival groups to procure slaves for Europeans, and existing rivalries and traditions of warfare made this possible. The expansion of the trade was accompanied by the emergence of new, powerful states in West Africa, such as the Oyo Empire and Dahomey. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. To what extent do you agree with the claim that the expansion of European colonialism was the main reason for the abolition of the slave trade in Africa?

The question requires that students consider the merits or otherwise of the claim that the expansion of European colonialism was the main factor in the ending of slavery in Africa. Factors may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Students may discuss the role of explorers and missionaries such as David Livingstone, who alerted the world to the horrors of slavery in Africa and argued that colonial rule could provide the moral impetus and political order necessary to bring it to an end. The expansion of the British and French empires in Africa meant that the slavery bans enacted in those two countries would be extended to their colonies. Moreover, missionary activity, which was strongly opposed to slavery, was actively promoted in European colonies. Britain’s interest in East Africa was accompanied by an extension of its diplomatic influence in the region, as British pressure was key to the decision to close the slave market in Zanzibar in 1873. Other relevant claims may be addressed, for example that efforts to end slavery and the slave trade were underway long before the expansion of colonial empires, and that the ending of the trade was the result of economic forces and changes in the law. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Regional study 4: The Ottoman Empire and the creation of Türkiye (circa 1790–1938)

7. To what extent do you agree with the argument that the rise of Muhammad Ali had a limited role in the decline of the Ottoman Empire?

The question requires that students consider the merits or otherwise of the argument that the rise of Muhammad Ali had only a limited role in the decline of the Ottoman Empire. Discussion of causes may predate the timeframe but it must be clearly linked to the issue raised in the question. Students may consider the importance of Muhammad Ali's role by referring to his defeat of the Mamluks following the withdrawal of French troops from Egypt. He declared himself Pasha and ruled independently of the Ottomans, thus undermining Ottoman claims that they retained full political control over all their territories. A weakened Ottoman Empire relied on Muhammad Ali to end revolts in Arabia and Sudan, and following a failed attempt at naval intervention on behalf of the Sultan during the Greek War of independence, Muhammad Ali launched a series of Turko-Egyptian wars which further weakened the Ottomans. His successes in modernising Egypt stood in stark contrast to Ottoman attempts at reform. Alternatively, students may consider that Muhammad Ali's role in the Ottoman decline was limited by arguing that its weaknesses were many and these generally predated his rise, or that he helped shore up a teetering empire and never declared full independence. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. "Ataturk's social policies successfully revolutionized Türkiye." To what extent do you agree with this claim?

The question requires that students consider the merits or otherwise of the claim that Ataturk's social policies successfully revolutionised Türkiye. Factors may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Students may discuss the deep and far-reaching impact of Ataturk's social policies and argue that his attempts to modernise and secularise his country were largely a success. Women were made equal under the law, education was made free and compulsory, the Arabic alphabet was replaced, traditional Islamic clothing was banned as the Muslim faith was reduced in status, and a programme of Turkification was introduced to create a singular national identity. Students may argue that Ataturk's reforms did not altogether succeed: for example, Türkiye remained a largely male-dominated society, especially in rural areas, while many Turks clung to their religious beliefs and held fast to their superstitions. The success of other policies may be addressed, for example Ataturk's political policies, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Regional study 5: European imperialism and the partition of Africa (circa 1840–1920)

9. To what extent do you agree with the argument that European demand for raw materials was the most important economic cause of the partition of Africa?

The question requires that students consider the merits or otherwise of the argument that the demand for raw materials was the most important economic cause of the partition of Africa. Discussion of causes may predate the timeframe but it must be clearly linked to the issue raised in the question. Students may argue that the partition coincided with a Second Industrial Revolution in Europe, as new technologies and products generated demand for raw materials that were readily available in Africa, such as palm oil, rubber and copper. Meanwhile, demand for other commodities such as gold and ivory remained high. The civil war in the United States reduced the global supply of cotton, a good which could be produced as a cash crop in Africa. European countries looked to empire as a way of minimising risk by monopolising the supply of crucial raw materials in those areas which they colonised. Other relevant economic causes may be addressed, including that African colonies were viewed as outlets for the investment of surplus capital, or that Africa offered new markets for the sale of industrial goods from Europe. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. "Bismarck played a minor role in the partition of Africa." To what extent do you agree with this claim?

The question requires that students consider the merits or otherwise of the claim that Bismarck played a minor role in the partition of Africa. Students may discuss Bismarck's apparent lack of interest in African colonies prior to 1884. Instead, he encouraged French colonial ambitions to encourage rivalry with the British. However, he changed his mind in 1884 with Germany's sudden annexation of Tanganyika, Cameroon, Togoland and South West Africa. It can be argued that this stimulated a further wave of colonial expansion, with the British in concerned about Germany's ambitions in strategically sensitive parts of the continent. Bismarck also played a key role in convening the Berlin West Africa Conference. This laid down some of the ground rules of the partition, including the need for colonial powers to demonstrate effective occupation, and precipitated a "second scramble", even if Bismarck's objective had been to reduce growing tensions in Africa between the European powers. Other relevant claims may be addressed, for example that Bismarck's interest in Africa was due mainly to domestic reasons, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Regional study 6: Developments in South Africa (1867–2020)

11. “The most important impact of the Mineral Revolution was the growth of Boer nationalism.” To what extent do you agree with this claim?

The question requires that students consider the merits or otherwise of the claim that the most important impact of the mineral revolution was the growth of Boer nationalism. Students may consider the growing feeling among the Boers that British capital had monopolised the gold industry, and that the new-found mineral wealth of the Transvaal was being dominated by Britain. The influx of Uitlander labour to the Witwatersrand led to a clash of cultures which fuelled Boer resentment and a growing nationalist sentiment. The Uitlander franchise issue, together with the nationalism of Boer leaders such as Paul Kruger, were major causes of the South African War. Students may consider other important impacts of the mineral revolution, including demographic changes and urbanization, the impact of rural-urban migration on African societies, and the role of mining compounds in the origins of the segregation system, as well as the argument that the main impact of the mineral revolution was the outbreak of the South African War. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. To what extent do you agree with the perspective that the African National Congress (ANC) adopted armed struggle because of the Sharpeville massacre?

The question requires that students consider the merits or otherwise of the perspective that the African Nationalist Congress adopted armed struggle because of the Sharpeville Massacre. Students may discuss how Sharpeville demonstrated the limits of the ANC’s strategy of peaceful opposition apartheid. It was now clear that mass protests would be met with violent force by the government, which responded to the wave of further unrest which followed Sharpeville by banning the ANC and forcing it underground. Nelson Mandela was able to persuade Chief Luthuli that peaceful protest had proved futile and there was no alternative to armed struggle. The result was the creation of Umkhonto we Sizwe, the armed wing of the ANC. Other relevant perspectives may be addressed, for example that the ANC had already been preparing for contingencies in the case of its banning for some years prior to Sharpeville. These plans included the creation of an underground resistance which would carry out acts of sabotage against the apartheid state. The ANC also feared that it might be outflanked by a rival party, the Pan-Africanist Congress, which already had its own armed wing, Poqo. Students’ opinions or conclusions will be presented clearly and supported by evidence.

Regional study 7: Colonialism and crisis in Rwanda and the Congo (circa 1875–2003)

13. To what extent do you agree with the argument that Belgian rule was responsible for the genocide in Rwanda?

The question requires that students consider the merits or otherwise of the argument that Belgian rule was responsible for genocide in Rwanda. Students may refer to the Social Darwinist beliefs of the Belgian colonisers. They believed the Tutsis were superior to the Hutus and were therefore the group with whom they should collaborate. Tutsis were favoured and their interests promoted through appointment to government jobs and through education policies. A system of identity cards was introduced which widened divisions between the two groups. Students may argue that these ethnic cleavages were worsened prior to independence by Belgium's decision to switch their support to the Hutu majority, a factor which contributed to the purges of the Tutsi in the post-independence period and the creation of the Rwandan Patriotic Front in exile. Other relevant arguments may be addressed, for example that the racialised nature of Rwandan society had already been established in the pre-colonial period under King Rwabugiri, or that the 1994 genocide was largely due to shorter-term causal factors such as environmental crisis. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. To what extent do you agree with the argument that Mobutu Sese Seko's rule was entirely negative for Zaire?

The question requires that students consider the merits or otherwise of the argument that Mobutu Sese Seko's rule was entirely negative for Zaire. Arguments may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Students may consider the fact that Mobutu established a brutal autocracy where no criticism or opposition was tolerated. He tortured and executed his opponents and created his own personality cult. He destroyed the economy of his country, presiding over mass inflation while raiding the national coffers for personal gain. His rule became increasingly quixotic, and at the time of his overthrow Zaire was widely regarded as a failed state. Students may refer to some positive aspects of Mobutu's rule. He stabilised the country following the chaos of independence and prevented the attempted secession of Katanga. He aimed to eliminate vestiges of colonialism and forged closer relations with China, which led to some economic growth in the 1970s. Other relevant arguments may be addressed, for example that neo-colonialism and not Mobutu was responsible for the worsening condition of Zaire, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Regional study 8: Colonialism in Côte d'Ivoire, Kenya, Mozambique, Nigeria, Senegal and Uganda (1890–1980)

15. “The impact of indirect rule on African colonies was mostly positive.” To what extent do you agree with this claim? Answer with reference to **one** of the prescribed countries.

The question requires that students consider the merits or otherwise of the claim that the impact of indirect rule on African colonies was mostly positive. Students may consider the argument that indirect rule left the traditional structures of African societies largely intact, meaning the disruptive impact of colonial rule was less pronounced than in colonies where direct rule was implemented. Traditional authorities were instructed by the British to promote the cultivation of cash crops and this helped improve the livelihoods of some peasant farmers. However, students may also consider the argument that traditional rulers were tolerated by colonial authorities only so long as they were able to effectively raise taxes for the government, or that colonies were otherwise exploited for economic gain. There was very little investment in infrastructure, or in health or education, with the result that many colonies of indirect rule were ill-prepared for independence. In some areas the traditional authority chosen by the government was either unpopular or illegitimate and this gave rise to much resentment. Other relevant claims may be addressed, for example that direct rule had a more positive impact, but with a focus on the issue in the question. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. “African women mainly benefited from colonial rule.” To what extent do you agree with this claim? Answer with reference to **one** of the prescribed countries.

The question requires that students consider the merits or otherwise of the claim that African women mainly benefited from colonial rule. Discussion of benefits may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Students may consider some of the new economic opportunities available to women under colonialism. Jobs paid cash wages, and this gave women some financial freedom from their husbands. Some traditional practices which were detrimental to women, such as female genital mutilation, were banned by colonial authorities. However, the tenure of colonial rule was typically misogynistic. In many societies women enjoyed a prominent position both politically and economically before colonisation and this prior status was often ignored by the authorities. Women were also paid less than men. In areas where male migrant labour was common women would often have to manage the household while also tending agricultural plots or working in wage labour. Other relevant arguments may be addressed, for example that the impacts of colonialism on Africans were generally negative regardless of gender, but with a focus on the issue in the question. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Regional study 9: Conflict and instability in the Middle East (1896–2020)

17. To what extent do you agree with the claim that the Arab Revolt of 1936 was caused entirely by the policies of the British?

The question requires that students consider the merits or otherwise of the claim that the Arab Revolt of 1936 was caused entirely by the policies of the British. Discussion of causes may predate the timeframe but it must be clearly linked to the issue raised in the question. Students may consider the economic immiseration of the Palestinian peasantry leading up to the revolt, a factor exacerbated by the taxation policies of the Mandatory authority. The purchase of Palestinian land funded by Jewish agencies, a development which the Mandate did little to prevent, created a problem of Arab landlessness. British policy was seen to favour Jewish interests and promote further Jewish immigration, further adding to the tension. However, students may argue that the revolt was also caused by other factors, including the political activities of Jewish organizations such as the Yishuv, labour discrimination by Jewish employers, the actions of radical Palestinian activists such as Izzeddin al-Qassam, and economic problems resulting from the Great Depression. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. "The peace process in the Middle East between 1979 and 2020 was not a complete failure." To what extent do you agree with this perspective?

The question requires that students consider the merits or otherwise of the perspective that the peace process in the Middle East between 1979 and 2020 was not a complete failure. Results may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Students may consider the enduring peace established between Egypt and Israel after the Camp David Accords, and subsequently between Israel and Jordan. The latter development was preceded in 1993 by the signing of the Oslo Accords, which involved mutual recognition between Israel and the PLO and the creation of a roadmap for further peaceful relations. However, students may note that a second summit at Camp David in 2000 failed to produce an agreement, and this was followed by the outbreak of a second Intifada, the rise of Hamas in Gaza, the outbreak of the 2006 Lebanon War, and the election of a radical Likud government in Israel in 2008. These developments confirmed the hardening of positions on both sides. Other relevant arguments may be addressed, for example that achieving a lasting peace was impossible due to irreconcilable differences between Israel and the Palestinians and Arab states, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Regional study 10: Independence movements in Algeria, Angola, Ghana, Guinea, Namibia and Tanganyika (circa 1900–2000)

19. “Racial discrimination was the main factor in the growth of independence movements.” To what extent do you agree with this claim? Answer with reference to **one** of the prescribed independence movements.

The question requires that students consider the merits or otherwise of the claim that racial discrimination was the main factor in the growth of independence movements. Discussion of reasons may predate the timeframe but it must be clearly linked to the issue raised in the question. While colonial governments were not always explicitly racist, attitudes were at best paternalistic as Africans were excluded from senior administrative positions. This led to the emergence of nationalist politicians who demanded involvement in government and eventually independence. Racial discrimination could take the form of exploitative economic policies designed to bring Africans into the colonial labour force, if necessary, by force, or to induce them to produce cash crops for export. In settler colonies, policy was designed to favour the interests of the settler populations, and in some cases residential segregation was enforced and limits placed on the movements of Africans. Other relevant claims may be addressed, for example that the simple desire for self-rule was an equally important factor in the growth of nationalist movements, or that external factors such as ideological influences and the success of independent movements elsewhere were key. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. “Charismatic leadership was the most important reason for the achievement of independence in Africa.” To what extent do you agree with this claim? Answer with reference to **one** of the prescribed independence movements.

The question requires that students consider the merits or otherwise of the argument that charismatic leadership was the most important reason for the achievement of independence in Africa. Students may consider ways in which charismatic leaders often appeared to embody the nationalist struggle, and this provided a focal point around which people could identify and mobilise. Their oratorical skills were essential to the promotion of the nationalist cause and the transformation of elite parties into mass movements, and their presence was sometimes key to the ability of their parties to overcome ethnic differences in creating a single anti-colonial movement. They typically negotiated with the colonial authorities in the final run-up to independence and were often able to convince the colonial power that its interests would not be harmed by independence. Students may note that party organisation was also an important factor, or that changes in the international political climate, combined with their reduced political and economic circumstances after the Second World War, pressured colonial powers into conceding independence. Other relevant claims may be addressed, for example that charismatic leaders were not helpful to the independence cause. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Regional study 11: Revolution, reform and foreign relations in the Middle East (circa 1945–2020)

21. To what extent do you agree with the perspective that Nasser failed to achieve the goals of his domestic policies?

The question requires that students consider the merits or otherwise of the perspective that Nasser failed to achieve the goals of his domestic policies. Students may consider the success of many of Nasser's domestic policies. Key parts of the economy were nationalised and there was heavy investment in infrastructure with projects such as the Aswan Dam. The economy grew rapidly as unemployment levels fell, and the government succeeded in providing free education and healthcare as living standards improved. Egypt enjoyed a golden age of culture and Nasser succeeded in his goal of limiting the influence of Islam on the lives of its citizens. However, students may note that much of this progress was reversed as the economy fell into recession in the mid-1960s. Despite extensive land reform, many Egyptians remained poor, especially in the countryside. Popular opposition grew as the public demanded more personal freedoms and democracy. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. "The Lebanese Civil War had limited impact on other countries in the region." To what extent do you agree with this claim?

The question requires that students consider the merits or otherwise of the claim that the Lebanese Civil War had limited impact on other countries in the region. Students may contrast the devastation wrought by the conflict in Lebanon itself with the lack of any fighting beyond its territory, as its neighbours escaped the worst human and material effects of the war. However, they may also consider its destabilising impact on the wider region, as states such as Israel and Syria were drawn into the conflict. Israel entered the war in 1982 with its invasion and occupation of Southern Lebanon. The result is that the PLO was forced to relocate its headquarters to Tunisia, while Israel's conduct in the war was condemned as it was implicated in massacres at Palestinian refugee camps. Syria had already become involved in 1976, with implications for its own domestic politics. Other relevant claims may be addressed, for example that the impact of the civil war, while limited in the wider region, was devastating for Lebanon, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Regional study 12: Modern developments in Ethiopia, Niger, Somalia, Tunisia, Zambia and Zimbabwe (circa 1945–2020)

23. “African countries found it impossible to achieve sustained economic growth.” To what extent do you agree with this claim? Answer with reference to **one** of the prescribed countries.

The question requires that students consider the merits or otherwise of the claim that African states found it impossible to achieve sustained economic growth. Students may discuss internal and external challenges which impeded the ability of African states to improve their economies. Economic mismanagement was a problem for states, and political instability made it difficult for countries to follow consistent economic policy or attract investors. Problems with debt, unstable commodities markets, corruption, and structural adjustment programmes made countries vulnerable to exploitation by foreign governments and corporations and made it difficult for them to achieve growth. However, students may discuss countries that have been economic success stories, achieving growth through means such as sound governance, economic reforms and the ability to bring in foreign investment. Other relevant arguments may be addressed, for example that while economic growth was achieved, wealth was not evenly distributed and significant poverty remained. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. “Ethnic tensions were the most significant cause of civil wars in Africa.” To what extent do you agree with this claim? Answer with reference to **one** of the prescribed countries.

The question requires that students consider the merits or otherwise of the claim that the most significant cause of civil wars in Africa was ethnic tensions. Discussion of causes may predate the timeframe but it must be clearly linked to the issue raised in the question. Students may discuss the secessionist aims of ethnic groups in some parts of a country and consider ways in which the desire for independence of these groups led to conflict as the central government fought to preserve the integrity of the state. Alternatively, political power could fall into the hands of one ethnic group, which would then use its position to persecute its historical rival. In other cases, the presence of many small ethnic groups led to the failure of the state and a subsequent descent into ethnic conflict. Students may note that civil wars were often caused by other factors: by foreign interference, for example, or as the result of economic problems and competition between elite groups for control of scarce resources. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.
