

Markscheme

May 2017

History

Higher level


















Paper 3 – history of Europe









23 pages


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

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

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

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

Apply the markbands that provide the “**best fit**” to the candidates given and **award credit wherever it is possible to do so**. If an answer indicates that the demands of the question are understood and addressed but that **not all implications are considered (for example, compare or contrast; reasons or significance; methods or success)**, then examiners should not be afraid of using the full range of marks allowed for by the markscheme. Candidates that offer good coverage of some of the criteria should be rewarded accordingly.

Marks	Level descriptor
13–15	<ul style="list-style-type: none"> • Candidates are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized. • Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. • Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation. • Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. • The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.
10–12	<ul style="list-style-type: none"> • The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places. • Knowledge is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/evaluation. • Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives. • The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.
7–9	<ul style="list-style-type: none"> • The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach. • Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant. • The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
4–6	<ul style="list-style-type: none"> • The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence. • Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance. • There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.
1–3	<ul style="list-style-type: none"> • There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task. • Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague. • The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.
0	<ul style="list-style-type: none"> • Response does not reach a standard described by the descriptors above.

Section 1 Monarchies in England and France (1066–1223)

1. “The Norman invasion in 1066 had little impact on the people of England.” Discuss.

Candidates will offer a considered and balanced review of the suggestion that the people of England were little affected by the Norman invasion in 1066. Candidates may fully agree, partially agree or disagree with the statement. They may briefly contextualize the situation in England on the eve of the Norman invasion and compare it to the situation in the decades following the invasion. Alternatively, candidates may identify a range of social and/or geographical factors and discuss the impact in terms of these. For example, they may suggest that elites were affected to a far greater extent than the peasantry, for whom the change may have been as simple as the swapping of one landowner for another. Whichever method is used, candidates must focus on the impact of the invasion.

2. Compare and contrast the nature of royal government in England and France.

Candidates will give an account of the similarities and differences in the nature of royal government in England and France during the period from 1066 to 1223. Candidates may elect to offer full period coverage or they may choose to focus on a narrower period. Should a narrow period be selected, it is likely that candidates’ focus will be on approximately the same period in both states, however, there is no specific demand for this in the question and it may be possible for candidates to offer some valid, albeit non-contemporaneous, comparisons and contrasts. While the focus of the response will remain on the nature of royal government, candidates may address contributory factors such as the personal authority of the monarch, the wealth of both states and/or the problems that government faced.

Section 2 Muslims and Jews in medieval Europe (1095–1492)

3. Discuss the reasons for Christian opposition to the Muslim states in Spain.

Candidates will offer a considered and balanced review of the reasons for Christian opposition to Muslim states. Candidates may cover the full period or choose to focus on specific periods where the opposition led to the decline of Muslim rule in Spain. Reasons for opposition could be related to the treatment of Christians within the Muslim states, for example the heavy taxation restrictions on clothing, church building and the practice of their religion. Candidates may also consider the wider context of the Christian kingdoms becoming stronger and more united and therefore more able to resist Muslim advances. There may be reference to the Crusading spirit or *Reconquista* as a reason for resistance, or to the fact that military successes, such as the capture of Toledo, encouraged further resistance.

4. Discuss the role and contribution of Jews in medieval Europe.

Candidates will offer a considered and balanced review of the level of integration of Jews in society. There may be consideration of the position of Jews in society and whether there were differences in the position of Jews in different states. Jews were often treated as scapegoats and there was often very little positive acceptance of them, their role or the contributions. Some candidates may argue that despite this negative perception of Jews they made some positive contributions to society. Discussion of their contribution could focus on areas such as finance, trade, scholarship, and medicine. Some candidates may argue that the position of Jews became more difficult after the Black Death and in some instances, they became segregated from society (for example in the Ghetto in Venice).

Section 3 Late medieval political crises (1300–1487)

5. Discuss the reasons why the French defeated the English in the Hundred Years War.

Candidates will offer a considered and balanced review of the main reasons for the French victory in the Hundred Years War. They may comment on factors such as leadership: Henry VI was a weak leader who desired peace while the French were united under a strong monarchy, especially after the events surrounding Joan of Arc. The relative military strength of both sides may also be mentioned as the French had a well-trained army on permanent standby whereas the English were overstretched. The English also lacked allies and finances for new recruits. They may argue that a culmination of these factors led to the English defeat, or they may argue that ultimately, France had the long-term advantage as they were fighting on home ground.

6. Evaluate the impact of the Wars of the Roses on royal authority in England.

Candidates are required to appraise the effects of the Wars of the Roses in terms of their impact on royal authority in England. Candidates may evaluate the authority of individual monarchs at different stages of the wars, for example royal authority was weak under Henry VI due to the threat from “over-mighty” subjects such as Warwick. It was not until the second reign of Edward IV that royal authority was restored to some extent. Royal authority was again undermined by the minority of Edward V and the dubious legitimacy of Richard III’s reign. Some may argue that the failure of successive monarchs to end the conflict between York and Lancaster undermined Royal authority over the whole period and that the conflict was resolved by the marriage of Henry VII and Elizabeth of York.

Section 4 The Renaissance (c1400–1600)

7. Compare and contrast the characteristics of government in Florence and Venice.

Candidates are required to give an account of the similarities and differences between the characteristics of government in Florence and Venice during the period from c1400 to 1600. In doing so, they may consider factors including leadership, stability and personnel. Other areas to consider may include the relative power of individuals or families such as the Medici in Florence and how those families gained political influence. In Florence, wealth equated with political power but in Venice wealth did not always mean access to power. In broader terms both states were republics but not democratic and both used repression to try and maintain stability. Candidates may also consider the relative complexity of the government structure in both states.

8. Discuss the reasons why the Renaissance spread to Burgundy and Germany.

Candidates are required to offer a considered and balanced review of a range of reasons why the Renaissance spread to Burgundy and Germany. Candidates may argue that factors, such as trade and the wealth of some states, supported the spread of Renaissance ideas, as did the increased availability of books. The importance of individuals such as Durer may also be considered. Candidates may argue that the northern Renaissance had distinctively different features, such as the influence of Christian humanism. They may also mention that political stability in areas such as Burgundy allowed new ideas to flourish as well. Some candidates may identify the influence of ideas developed during the Italian Renaissance on, for example, Burgundian and German cultural traditions of painting and architecture.

Section 5 **The Age of Exploration and its impact (1400–1550)**

9. “Developments in cartography and navigation were the main factors that enabled Spanish and Portuguese exploration.” Discuss.

Candidates are required to offer a considered review of the extent to which developments in cartography and navigation enabled and encouraged explorers to travel over much greater distances. They may refer to the fact that the publication of Ptolemy’s *Geography* stimulated geographical research as it made clear that the earth was spherical and that it might be possible to reach Asia by crossing the Atlantic. Candidates may also consider other factors such as the role played by commercial interests, patronage of influential leaders such as Henry the Navigator and the ambition of individual explorers. Technological developments, especially in shipbuilding, may be considered. Candidates may argue that navigation was less important as most voyages were close to land and navigational aids were initially unreliable.

10. Evaluate the impact of the Treaty of Tordesillas (1494) on Europe.

Candidates are required to make an appraisal of the importance of the Treaty of Tordesillas on Europe. Candidates may elect to write on the impact of the treaty on the relations between European states, for example the relations between Spain and Portugal. Insofar as impact on individual states is concerned, the focus may be on the possible economic benefits from the treaty, the acquisition of territory, the distribution of navigation zones and settlement areas or how this treaty challenged the Pope’s authority. It was also, arguably, a new approach to negotiating as the views of experts were considered before the treaty was agreed, changing the nature of diplomacy.

Section 6 The Reformation (1517–1572)

11. Evaluate the role of the German princes in the spread of Lutheran ideas in Germany up to 1547.

Candidates are required to make an appraisal of the role of the princes in the spread of Lutheran ideas in Germany. They will consider how important the German princes were in actively spreading Lutheran ideas. They may also consider the role of the princes in protecting Lutheranism, or in trying to prevent an increase in the power of Charles V—even if they were Catholic. For balance, they may also refer to the role of Luther himself, the appeal of his ideas and how his treatises and other works supported German nationalism and anticlericalism. The benefits brought by the printing press could also be evaluated as could the conversion of many Imperial cities to Lutheranism. Answers must not go significantly beyond the Battle of Muhlberg.

12. To what extent was the Catholic Church reformed between 1517 and 1563?

Candidates are expected to consider the merits or otherwise of the view that the Catholic Church was reformed between the years 1517 and 1563 (the end of the Council of Trent). They may take the approach of identifying the perceived problems within the Church to give some context. However, the focus must be on the attempts to reform the Church and how far they were successful. Candidates may focus on the activities of reforming groups such as the Capuchins, Jesuits and Ursulines as well as the initial reluctance of some in the papal hierarchy to introduce reform. Some candidates may note that, despite pressure from the emergence of Protestantism and pressure from Charles V, it was not until 1545 that the Council of Trent convened for the first time. The key conclusions of the Council of Trent—in terms of doctrine and Church organizations, both at a diocesan level and within the papacy—may be cited as evidence of reform.

Section 7 Absolutism and Enlightenment (1650–1800)

- 13.** Evaluate the effectiveness of the foreign policy of any **two** absolutist monarchs.

Candidates will make an appraisal of two monarchs, weighing up the strengths and weaknesses of their foreign policy. Effectiveness could be measured in terms of military/dynastic success or the level of national security achieved, including the acquisition of territory that strengthened the power and influence of a given state in international affairs. In some instances, (Louis XVI or Frederick the Great, for example) it may be argued that while their foreign policy was effective to some extent, there were also negative effects (famine, increased debt and financial and military costs). Possible absolutist monarchs for whom foreign policy was a key concern are, Peter the Great and Catherine the Great of Russia, Frederick the Great of Prussia, Charles XII of Sweden and Louis XIV of France. The chosen examples need not be from contemporaneous periods.

- 14.** Discuss the reasons for the growth of cities between 1650 and 1800.

European populations suffered war, plague and famine in the first half of the 17th century. However, this pattern was reversed in the second half of the century and the population of cities grew, especially after 1700. Candidates will offer a considered and balanced review of the reasons for this growth: insufficient work in rural areas, which led to migration to cities, and improvements in production, which reduced the number of famines and thus stabilized populations. The decline in the number of significant plague epidemics also led to a growth in population and an increase in the size of cities. Economic activity also encouraged the movement of people to cities, for example London expanded because of overseas trade with the British Empire, especially with India. Many people migrated to the cities to take advantage of the new opportunities that were becoming available.

Section 8 The French Revolution and Napoleon I (1774–1815)

- 15.** Evaluate the reasons for French success in the Revolutionary Wars of 1792 to 1799.

Candidates will make an appraisal of the reasons for French success in the Revolutionary Wars. Attempts by foreign powers to invade France and destroy the Revolution failed. The reasons for this may include the motivation of French troops to defend their country from invasions and the use of conscription, which enabled France to field large armies. Effective military leadership may also be a reason, as it may be suggested that Napoleon and his Marshals, who were appointed because of their military ability contributed to French success. For balance, candidates may focus on the weakness of France's opponents, including their lack of unity and the withdrawal of various nations from the some of the coalitions. Opponents were often poorly organized and lacked popular support, so were unable to resist French invasion. Further, candidates may also point out that France was not entirely successful, noting problems in Egypt and their defeat at sea.

- 16.** Discuss the reasons for Napoleon's rise to political power by 1799.

Candidates will offer a considered and balanced review of the problems of the Directory and the factors that led to Napoleon's taking of political power in 1799. The weaknesses of the Directory that candidates refer to may include a lack of support because of military setbacks in Italy, economic crisis, the complaints of corruption and opposition from Monarchists and Republicans. The restricted electorate also undermined popular support for the regime, which was reliant on military backing to retain power. In contrast, Napoleon had popular support after his military success especially in Italy, where he had the backing of a military force for his coup d'état. Napoleon also had support within the Directory (Sieyès and Lucien Bonaparte). In general terms, there was a feeling that France needed a strong leader who guaranteed the gains of the revolution as well as maintaining order.

Section 9 France (1815–1914)**17. Evaluate the reasons for the 1848 Revolution in France.**

Candidates will make an appraisal of the reasons for the 1848 Revolution in France by weighing up the weaknesses of Louis Philippe's monarchy and the relative strength of the opposition to his regime. They may argue that it was primarily the weakness of the regime rather than the strength and unity of opposition that led to the Revolution. Economic problems such as rising food prices and unemployment caused opposition, especially in Paris. There was middle class opposition to the restricted franchise and reformers were active in the Banquet Movement. The regime was also considered to be repressive by the working class. Some candidates may point out that the working class wanted a republic whereas the middle class wanted moderate reform. As such, opposition was not entirely unified. A weak foreign policy also undermined support for the monarchy. In the short term, Louis Philippe could not rely on the National Guard and abdicated due to his fear of the Paris mob.

18. To what extent was the foreign policy of Napoleon III successful?

Candidates will consider the merits of the argument that Napoleon III's foreign policy was successful, identifying his foreign policy goals and gauging the extent to which they were achieved. Napoleon's goal was to restore French status and improve relations with other powers. Examples of successful foreign policy may include improved relations with Britain (especially through trade), the holding of the post-Crimean conference in Paris and gaining territory (Nice and Savoy) after the Italian war. France was perceived as a major power, which increased Napoleon III's support at home. However, his foreign policy in the 1860s was largely a failure and lost France potential allies. Austria-Hungary was hostile after events in Mexico and Britain was suspicious of Napoleon III's ambitions in Belgium, Luxembourg and the Rhineland. The alliance with Prussia was temporary and, by the time of the outbreak of war in 1870, France was isolated and was easily defeated.

Section 10 Society, politics and economy in Britain and Ireland (1815–1914)

19. Discuss the reasons for social protest in Britain and Ireland between 1815 and 1848.

Candidates will offer a considered and balanced review of the reasons for the various outbreaks of social protest in Britain and Ireland during the period in question. Candidates may argue that a combination of social and economic problems, many of which were intertwined, contributed to political unrest. Some candidates may suggest that the political structure itself was the cause of social and economic disparity. Examples of social protest may include Luddism, the Swing Riots, opposition to the Poor Law Amendment Act or opposition to the Corn Laws. Political protests were, overall, linked to the lack of representation in parliament and could include the Peterloo Massacre, the riots and unrest before the 1832 Reform Act and the growth of Chartism. Protests were also caused by government repression but these tended to be short lived (Peterloo and the Tolpuddle Martyrs).

20. “Lloyd George’s ‘People’s Budget’ had a significant political and social impact.” Discuss.

Candidates will offer a considered and balanced review of the argument that the People’s Budget had a significant political and social impact. In terms of politics they could examine the relationship of the House of Commons and the House of Lords and political polarization in parliament. It could be argued that the crisis led to some political instability and thus to two elections in 1910. Candidates may argue that the Budget had limited social impact. However, in terms of its social impact, they may assess how far it affected living conditions and/or the social structure within Britain. Some candidates may argue that the fight to pass the budget through Parliament led to strong criticism of the aristocracy (Lloyd George’s “cost of a duke” speech) and a decline in deference.

Section 11 Italy (1815–1871) and Germany (1815–1890)

21. Evaluate the contributions of Cavour **and** Mazzini to the unification of Italy.

Candidates will weigh up the significance of the contributions of Cavour and Mazzini to the eventual unification of Italy. In appraising their impact, consideration may be given to how they contributed to the growth of nationalism and support for the unification of Italy. Candidates may also consider the practical successes of both men. Some may argue that Mazzini was vital as he was an inspiration for unification. He founded “Young Italy” and it may be suggested that his inspiration of Garibaldi would later prove to be a substantial contribution. However, Mazzini’s practical contributions were limited. It could be argued that Cavour was more significant because of his practical policies; he strengthened Piedmont, gained allies (Napoleon III) to support the region and seized opportunities in the Duchies. After Garibaldi’s 1860 expedition, Cavour persuaded Garibaldi to cede territory to Victor Emmanuel, thus contributing to the unification of most of Italy.

22. “The *Kulturkampf* and the anti-socialist campaign were political failures for Bismarck.” Discuss.

Candidates will offer a considered and balanced review of the argument that the *Kulturkampf* and the anti-socialist campaign were political failures. They may identify Bismarck’s aims and assess how far they were achieved. Bismarck aimed to strengthen imperial rule by limiting the threat of social democracy and by unifying the empire. He did this by weakening the Catholics, whom he perceived to be (potentially) disloyal. The *Kulturkampf* (May Laws) were a series of laws against the influence of the Catholic Church and were withdrawn in 1887. Support for the Centre party increased and the Church maintained its influence. The campaigns against the Social Democrats led to increased support and, by 1912, they had become the largest party. Some candidates may point out that Bismarck’s social legislation was much more effective in countering the threat from socialism, as the SPD remained moderate.

Section 12 Imperial Russia, revolution and the establishment of the Soviet Union (1855–1924)

23. With reference to the period up to 1914, discuss the economic developments that took place in Russia during the reigns of Alexander III and Nicholas II.

Candidates are required to offer a considered and balanced review of the economic developments that took place up to 1914. These may include attempts to expand industry and increase agricultural production, achieve currency stability and promote trade with other nations. Candidates may argue that although there were significant economic developments, Russia's economy remained largely agricultural with low production levels. Despite attempts to stimulate production, for example the reduction in the Poll Tax and Stolypin's Agrarian reforms, crop yields were still very low by 1912. Discussion of industrial developments that were encouraged by Witte, may include a commentary on levels of foreign investment, the growth of railways (in comparison to other major powers), the impact on production levels and the scale of change. There may be discussion of the extent to which Russia had developed a stable industrial economy by 1914 and the fact that agriculture remained the main economic activity for over 80 per cent of the population.

24. Evaluate the role of coercion and terror in the consolidation of the Soviet state between 1917 and 1924.

Candidates will appraise the contribution made by coercion and terror in consolidating the Soviet state between 1917 and 1924. Evidence of coercion may include the closing of the Constituent Assembly and/or the forcing of ex-tsarist officers to serve in the Red Army. There may also be reference to levels of censorship and the promotion of Communist ideology. When evaluating the use of terror, candidates may refer to the Cheka and the Red Terror, the assassination of the Romanovs and the crushing of the Kronstadt Mutiny. Some candidate may elect to weigh the importance of coercion and terror against other factors. These may include: the popularity of the Bolsheviks, their victory in the civil war and Bolshevik policies such as the New Economic Policy (NEP). Candidates may discuss the fate of other political parties such as the Mensheviks and the Social Revolutionaries and the role of the one-party state policy.

Section 13 Europe and the First World War (1871–1918)

25. With reference to the period up to 1914, examine the impact of Kaiser Wilhelm II's foreign policy on Britain, France, Russia and Austria-Hungary.

Candidates will consider the impact of Kaiser Wilhelm II's foreign policy on Britain, France, Russia and Austria-Hungary. Candidates may focus on how relations between these powers and Germany were affected by the Kaiser's foreign policy. They may also discuss whether the four countries' wider foreign relations (for example with each other and other powers) were altered because of the Kaiser's policy as well as any other effects it may have had on each or all of them. Candidates may consider how Britain became increasingly unlikely to form an alliance with Germany, noting the impact of issues such as the Kruger Telegram, the naval race and the Moroccan crises. Candidates may argue that the Kaiser's foreign policy contributed to the Dual Alliance between France and Russia. They may also refer to the actions taken by Austria-Hungary that were supported by Germany, such as the Bosnian Crisis (1908) and the "blank cheque" (1914). While this is not a question about the causes of the First World War, candidates may argue that the wider impact of Wilhelm's policies was the division of Europe into two opposing alliance systems.

26. "Domestic instability was the main factor in Germany requesting an armistice in 1918." Discuss.

Candidates will offer a considered and balanced review of the statement that domestic problems were the main factor behind Germany requesting an armistice in 1918. When considering domestic problems there will be clear links as to how these affected the prosecution of the war. Evidence of domestic instability may include food riots after the "Turnip Winter", major disturbances in industrial areas between January and February 1918, the Kiel Mutiny of October 1918 and the fear of revolution. These may all have contributed to the decision to request an armistice. Military factors discussed may include the failure of the Ludendorff Offensive and the Battle of Amiens. The fact that the military leaders had less influence on policy made an armistice more likely. The strength of the Allies and the belief that peace negotiations would be based on Wilson's Fourteen Points could also be considered as relevant factors.

Section 14 European states in the inter-war years (1918–1939)

27. “Opposition to the Nazi regime was limited and unsuccessful between 1933 and 1939.” Discuss.

Candidates will offer a considered and balanced review of opposition activity to the regime including political and social opposition and opposition to specific policies. Political opposition could include the Socialist (SPD) vote against the Enabling Bill and the activities of the Social Democratic Part of Germany in Exile (SOPADE). Candidates may mention the opposition of the Reichswehr to Nazification up to 1938, and social opposition may include opposition to the Hitler Youth (Edelweiss Pirates and Navajos). Discussion of religious opposition may focus on the Confessional Church as well as opposition to specific policies (Bishop Galen and euthanasia) but candidates may also argue that, overall, the Church hierarchies offered little opposition. Candidates may argue that the regime was popular and opposition was limited in scope but successful in relation to specific policies. On the other hand, candidates may argue that it was limited because of the coercive nature of the Nazi state.

28. Discuss the reasons for political polarization in Spain between 1931 and 1936.

Candidates will offer a considered and balanced review of the reasons why the political consensus of 1931 had been destroyed by 1936. Reasons could include ideology, the impact of specific policies, deep social divisions and various groups protecting their own interests. Some may argue that the underlying problem was social and economic disparity in Spanish society and that these were exacerbated by the policies of Azana. These policies included land reform, the reduction of Church influence, army reform and the Catalan Statute. There may also be reference to the CEDA (Catholic right party) dominated governments of 1933 to 1935. The crushing of the Asturian Rising and the Biennio Negro increased these divisions. The presence of extreme groups on the right (the Monarchists and Falange) and on the left (the anarchists/CNT and the Spanish socialist party) also contributed to political polarization. The violence associated with politics reduced the possibility of dialogue and compromise.

Section 15 Versailles to Berlin: Diplomacy in Europe (1919–1945)

29. “The policy of appeasement was necessary because, by the mid-1930s, collective security had failed.” To what extent do you agree with this statement?

Candidates will consider the merits of the suggestion that appeasement was a consequence of the failure of collective security by the mid-1930s. Candidates may address the reasons why Britain and France, as Guarantor powers, adopted the policy of appeasement. These could include domestic priorities as well as the international context. The weakness of the League of Nations by 1936 and its inability to effectively contain aggression was evidence of the failure of collective security. The fear of war with aggressive states could arguably be the overarching reason for appeasement. Some candidates may argue that appeasement was used to buy time for rearmament. In Britain appeasement was adopted because a strong Germany acted as a buffer to the Soviet Union. Also, in Britain, many people argued that Versailles had been too harsh and that France was too unstable to be a reliable ally, and would struggle to continue to maintain it. Further, France was too weak to act alone in foreign policy and had similar reasons to Britain for favouring appeasement.

30. Examine the impact of the Second World War on the civilian populations of **two** countries in Europe between 1939 and 1945.

Candidates will consider the impact of the Second World War on the civilian populations of two countries for the duration of the war. One area to consider may be increased government intervention in economic activity, which had an impact on the civilian population. Depending on the examples chosen, candidates may discuss the number of civilian casualties from invasion or bombing raids. A major impact of the war was rationing as there were severe food shortages. Further, there was a significant impact on standards of living and dislocation of the civilian population (either through evacuation or military activities). In addition, candidates may examine the mobilization of the workforce, increasing government control and the direction of labour into key industries, as well as the mobilization of women into the work force. In occupied countries, the civilian population may have experienced a more repressive regime.

Section 16 The Soviet Union and post-Soviet Russia (1924–2000)

- 31.** Evaluate the significance of propaganda to the maintenance of Stalin's power between 1929 and 1945.

Candidates will appraise the importance of propaganda to Stalin in his efforts to sustain support for his rule. There may be, for example, reference to the Cult of Personality. Propaganda was used to control and encourage the population, to support and implement policies such as the Five Year Plans (Stakhanovite Movement), as well as to justify the repressive policies of the state. The Show Trials may be considered as propaganda. Propaganda was important in encouraging national resistance during the Second World War as it emphasized the need to protect the Motherland. Some candidates may argue that the nature of propaganda evolved as priorities changed, as it was much more nationalistic during the war. Candidates may weigh up the importance of other policies that supported Stalin's maintenance of power. They may argue that propaganda was merely the public face of a repressive one-party state.

- 32.** To what extent did Yeltsin establish democracy in Russia in the period from 1991 to 1999?

Candidates will consider the merits of the given statement and are likely to focus on political activity and the constitutional structure of post-Soviet Russia. This may include references to, the extent of presidential power, the use of presidential decrees and the ability of the president to govern without reference to parliament. Constitutional change increased presidential powers and the power of the Duma was limited. Candidates may also comment on the power and influence on government policy of major groups and organizations such as political parties, the army and oligarchs. Evidence of democracy may include the existence of a range of political parties, elections and the fact that some (reasonably) well-conducted referenda were held. Evidence that democracy was eroded may include the high levels of corruption and the fact that Yeltsin was able to nominate his own successor, Putin, who was elected in 2000 after a campaign in which it was alleged that he controlled the electoral system and the media.

Section 17 Post-war western and northern Europe (1945–2000)

- 33.** Discuss the role of de Gaulle in stabilizing France between 1958 and 1969.

Candidates will offer a considered and balanced review of the hypotheses that De Gaulle stabilized France after the problematic Fourth Republic. There may be some identification of the problems that led to the collapse of the Fourth Republic; but the focus will be on de Gaulle's leadership and policies. There may be consideration of how effectively he solved political, social and economic problems and there may be comments on his role as a unifying figure and a strong leader under the terms of the new constitution. Evidence of increased stability may include his resolving of the Algerian war and fewer changes of government. Some candidates may argue that stability was limited as little was done to address underlying economic and social problems. The events of May 1968 could be cited as evidence of this. An alternative view could be that the events of 1968 did not seriously threaten political institutions.

- 34.** To what extent was there social and cultural change in West Germany between 1949 and 1989?

Candidates will consider the merits or otherwise of the suggestion that German society and culture may have been altered by the experiences of occupation and division. Candidates must focus on social and cultural changes and not political changes. Areas to consider may include the impact of foreign occupation on cultural identity (for example, Americanization) or the impact of immigration (Gastarbeiter) on population demographics. The changing role of women in society and its impact on family life and employment conditions, as well as social attitudes, may be a key area for consideration. There may be some comment on the extent to which traditional institutions such as the Church (of either denomination) retained influence on family life and education, and whether there was any significant change in social structure (by examining the influence of elites on politics and the economy).

Section 18 Post-war central and eastern Europe (1945–2000)

35. Evaluate Yugoslavia's challenge to Soviet control under Tito.

Candidates will appraise the extent to which Soviet control was resisted—both politically and economically—in Tito's Yugoslavia. Areas to consider may include the nature of the state, economic activity and international relations. The state structure was modelled on the Soviet Union and there was repression of opposition groups. Economically, Tito wanted to accept Marshall Aid and to trade with the West. The economy did not follow the COMECON model but economic enterprises remained in public ownership. Tito also conducted his own foreign policy and was a leading member of the Non-Aligned movement. Some candidates may argue that Yugoslavia's challenge was limited as the country was perceived to be a member of the Eastern Bloc during the Cold War period. Other candidates may argue that Yugoslavia followed its own road to communism, particularly where they reference foreign relations and the economy.

36. Between 1945 and 1968, to what extent was there support for Soviet control in **two** of the following: East Germany; Poland; Hungary; Czechoslovakia?

Candidates will consider the merits of the suggestion that there was some support for Soviet dominance between 1945 and 1968. Initial levels of support can be indicated by the electoral support for communist parties in the first elections. On the other hand, candidates may argue that elections were often, but not always, managed. When evaluating continued support for Soviet control, there may be some reference to the causes and extent of demonstrations, for example, if they were economic or political, or if the regime was closely linked to the Soviet Union. For example, Novotny in Czechoslovakia was closely linked to Moscow whereas Gomulka in Poland was, to some extent, able to pursue his own economic policies if Poland remained loyal to the Warsaw Pact. When considering the 1950s and 1960s, it may be argued that opposition to Soviet control increased; however, this may not have been accompanied by a desire to abandon socialism.
