

# Markscheme

November 2019

History

Higher level

**Paper 3 – history of Europe**

21 pages

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Apply the markbands that provide the “**best fit**” to the responses 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. Responses that offer good coverage of some of the criteria should be rewarded accordingly. **If you are uncertain about the content/accuracy of a candidate’s work please contact your team leader.**

Marks	Level descriptor
13–15	<ul style="list-style-type: none"> <li>• Responses 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.</li> <li>• Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts.</li> <li>• Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation.</li> <li>• Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer.</li> <li>• 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.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives.</li> <li>• The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant.</li> <li>• The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.</li> </ul>
1–3	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague.</li> <li>• The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Response does not reach a standard described by the descriptors above.</li> </ul>

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

1. “Henry I restored peace and stability to England.” To what extent do you agree with this statement?

The question requires that candidates make an appraisal of methods used by Henry I to establish and maintain peace, by weighing up their contribution or otherwise to stable government. Both strengths and limitations may be mentioned but there does not have to be an equal focus on each. In his dealings with the Barons candidates may mention his Coronation Charter that guaranteed property rights, however there was resentment of his “new men” in government; of his centralizing tendencies and refusal to make the position of sheriff hereditary. He had the support of Anselm and the Church. He gained the loyalty of Stephen of Blois but failed to clarify the succession after the White Ship. Royal power was strengthened by extending the use of justiciars; royal finances were stabilized with the appointment of able administrators such as Roger of Salisbury. Henry gaining control of Normandy by 1106 should be made relevant to conditions in England. Some may argue that there was peace and stability but that there remained underlying problems such as baronial discontent and unclear succession.

2. “Louis VI increased the authority of the monarchy in France.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that Louis VI increased monarchical authority in France. Candidates may identify the challenges to royal authority, such as “robber barons”; the power of the feudal principalities; the power and independence of the Anglo-Normans. Louis used his military skills to control robber barons (William of Auvergne and Hugh de Puiset). This led to popular support and respect from powerful vassals. The Dauphin’s marriage to Eleanor of Aquitaine obtained one of the largest principalities for the French crown, thereby strengthening his authority. He also had the support of the Church (he stated he was a vassal of St Denis). He was able to ensure that the heir of Henry I paid homage for Normandy, giving him more control over the Anglo-Normans. Some may argue that he extended royal authority, but that it was the start of a process that was completed by Philip Augustus when he brought the powerful principalities such as Anjou and Normandy under control.

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

3. “The loss of economic activity was the most significant result of the conflict between the Christian-ruled and Muslim-ruled states in Spain.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the loss of economic activity was the most significant result of the conflict between the Christian-ruled and Muslim-ruled states in Spain. Candidates may refer to the disruption of important channels of trade in agriculture, traditional crafts and commerce. Candidates may discuss how the economic impact of the conflict might have varied in cities, ports or different states. Candidates may refer to the importance and impact of the conflict on maritime commerce for the Muslim states. Candidates may refer to the commercial realignment that occurred in the thirteenth century with the opening of the Straits of Gibraltar to Christian trade. While other relevant factors, for example the impact of the Crusades, the territorial expansion of the Christian states and loss of lands by the Muslims states, may be referred to, the bulk of the response will remain on the issue raised in the question.

4. Discuss the contribution of Jews to trade, royal bureaucracy and scholarship in medieval Europe.

The question requires that candidates offer a considered and balanced review of the contributions of Jews to trade, royal bureaucracy and scholarship in medieval Europe. Candidates may offer equal coverage of trade, royal bureaucracy and scholarship, or they may prioritize two of the contributions in their discussion. Candidates may refer to the activities of Jews in money lending and as important traders. Their role in establishing trade networks linking European, Islamic and Byzantine civilizations was significant. Candidates may refer to the activities of Jews in terms of documentation, royal records, and collections of calendar volumes in the 13th century serving both bureaucracy and scholarship. Candidates may discuss the contribution of Jews to scholarly issues of the day in their capacity as physicians and astronomers in royal courts. While other relevant factors, for example the social and legal discrimination Jews faced, may be referred to, the bulk of the response will remain on the issue raised in the question.

**Section 3: Late medieval political crises (1300–1487)**

5. Evaluate the impact on England and France of the Hundred Years War 1415–1453.

The question requires that candidates consider the interrelationship between the series of conflicts and conditions/politics in both England and France. There may be consideration of impact on the population; the economy; national identity; changes in military tactics, where relevant. In France one major impact was population decline because of famine, epidemics and the actions of mercenaries during the conflicts. In England the cost of the war contributed to discontent with the monarchy (the Peasants' Revolt and the overthrow of Richard II). Toward the end of the war, the loss of French territory was blamed on the "weak rule" of Henry VI and was arguably a cause of the Wars of the Roses. In both countries, the conflicts led to a stronger sense of national identity because of military success (Agincourt) or the need to drive out foreigners (Joan of Arc). The end of English presence gave France a much stronger sense of unity. A comparative approach may or may not be used, some may argue that France suffered much greater damage than England.

6. "The Wars of the Roses were caused by a crisis of royal authority." Discuss.

The question requires that candidates offer a considered and balanced review of the causes of the Wars of the Roses. Discussion should focus on the issue of a "crisis". Candidates may discuss the "weak rule" of Henry VI, his military failure, his counsellors and discontent with ineffective government (Cade's Rebellion) suggesting a "crisis". Popular discontent was less of an issue for Edward IV but there was some (Robin of Redesdale). The succession of Edward V as a minor could be seen as a crisis allowing Gloucester to take the throne. The disappearance of the Princes was a crisis for Richard III and his dubious claim provided an opportunity for Henry Tudor to invade. Others may argue that the factions in politics caused problems and conflict for both Henry VI and Edward IV, with Margaret of Anjou trying to save the Lancastrian dynasty and Edward dealing with problems caused by powerful nobles (Warwick). Factional rivalry was also an issue between 1483 and 1485. Candidates may agree, partly agree or disagree with the statement.

**Section 4: The Renaissance (c1400–1600)**

7. Discuss the origins of developments in art and literature during the Renaissance.

The question requires that candidates offer a considered and balanced review of the origins of major developments in art and literature during the Renaissance. Origins could be considered to mean key influences in both areas. Developments in art, arguably, originated from trade with the east giving access to new pigments (lapis lazuli and vermilion). A more vibrant realistic painting style developed. The wealth of Italian city states supported the continuation of these developments. The Papacy was also a significant patron of the visual arts. In literature, the developments originated in the wider study of the Classics, again a consequence of trade. This led to the emergence of Humanist ideas that emphasized the importance of the cultivated individual. Literature became more secular as the influence of the Church declined and consideration was given to the role of the individual within the political sphere. Candidates may offer equal coverage of art and literature, or they may prioritize their discussion of art. However, both aspects will be a feature of the response.

8. With reference to Burgundy and Germany, discuss the reasons for the emergence of the Northern Renaissance.

The question requires that candidates offer a considered and balanced review of the reasons for the emergence of the Northern Renaissance. Reasons could include that the ideas of the Italian Renaissance spread north because of trade with key cities such as Bruges and Antwerp; although some may argue that the Northern Renaissance had its own distinct characteristics particularly in areas such as architecture which remained Gothic in style. A key reason was the weakening of the Catholic Church and the influence of Erasmus and Humanism, encouraging the development of secular art and literature. Both the German states and Burgundy were very prosperous and wealthy patrons could finance developments in art and architecture that contributed to the Northern Renaissance. The development of the printing press made it possible to disseminate widely the ideas that led to the emergence of the Northern Renaissance.

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

9. Discuss the significance for Portugal of its exploration of the west coast of Africa.

The question requires that candidates offer a considered and balanced review of the significance for Portugal of its exploration of the west coast of Africa. The significance may extend beyond the timeframe. Candidates may refer to the fact that the exploration provided the Portuguese with a great economic advantage and trade networks were established. Candidates may also refer to the fact that domestically it had very little popular support and caused tensions as the enterprise and benefits of exploration were only enjoyed by the nobility. Candidates may discuss the fact that the slave trade impacted Portugal domestically with slaves becoming significant minorities in various cities. While other relevant factors, for example, how it transformed West African states or its relation to the larger Asian spice route, may be referred to, the bulk of the response will remain on the issue raised in the question.

10. Evaluate the consequences of the exploration of the New World for Europe.

The question requires that candidates make an appraisal of the consequences of the exploration of the New World for Europe. Consequences may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the transformation of economic relationships of medieval Europe through the introduction of gold and silver. Candidates may discuss the impact on social and class structures where the merchants and manufacturers slowly replaced, in many cases, the land-owning nobility. Candidates may refer to the rethinking of political and commercial enterprises consolidating relations between entrepreneurs and governments. There may be reference to the introduction of new plants and foods to the European market and its impact. Candidates may refer to a New World view of the globe and Europe's place in it establishing a Eurocentric perspective.



**Section 6: The Reformation (1517–1572)**

11. Discuss the reasons for the successful spread of Lutheran ideas in Germany.

The question requires that candidates offer a considered and balanced review of the reasons for the successful spread of Lutheran ideas in Germany. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may discuss the nature of critiques and the strong following and support offered by the German princes. Candidates may refer to the printing press as central to the scale and scope of the spreading of Luther's religious ideas. The number of pamphlets, their use of the vernacular and the excoriating woodcuts that often accompanied them contributed to the appeal of Luther's message. Further frustrations were felt among several sections of society and these frustrations—whether they were political or economic—found in Lutheranism a vehicle for discontent to be expressed. Political factors that may be addressed include antagonism toward Church authority in Germany and the power of the Holy Roman Empire. Economic grievances may include discontent with the papacy using Germany as a source of heavy taxation.

12. To what extent can the Council of Trent (1545–1563) be considered a success for the Catholic Reformation?

The question requires that candidates consider the merits or otherwise of the suggestion that the Council of Trent (1545–1563) be considered a success for the Catholic Reformation. The analysis of success may extend beyond the timeframe but must be clearly linked to the question. Candidates may refer to its impact being rather narrow and driving a more fanatical or hard-line position, isolating reformist views. Candidates may refer to a reinforcing of Church doctrine and the role of the Church as sole interpreter of the word of God. Candidates may refer to its function as a counter to Protestant positions and arguably, it initially achieved its objectives. Candidates may refer to its effect on the papacy and papal authority leading to mixed views. Candidates may refer to its long-term impact on the emergence of new orders (Jesuits, Capuchins) that attempted reform by implementing changes. Candidates may agree, partly agree or disagree with the suggestion.

**Section 7: Absolutism and Enlightenment (1650–1800)**

13. Compare and contrast the foreign policies of **two** absolutist monarchs.

The question requires that candidates give an account of the similarities and differences of the foreign policies of **two** absolutist monarchs. Foreign policy could include the formation of alliances possibly via dynastic marriages as well as aggressive actions such as waging war and the expansion of territory either in Europe or in pursuit of overseas colonies. The exemplars chosen do not have to be from different states, nor do they have to be contemporaneous if chosen from different states. It would be legitimate to consider the foreign policies of Louis XIV, Louis XV or Louis XVI. The reasons for certain policies will vary according to the chosen exemplars, for example the wars of Louis XIV were arguably aggressive as he sought to expand French power. Other reasons could include the fear of attack by a powerful neighbour, or the desire to protect or develop trade to enhance the power of the state and the monarch. Both similarities and differences must be clearly indicated but there does not have to be an equal number of each.

14. “The policies of enlightened despots had little impact on their subjects.” Discuss with reference to **two** enlightened despots.

The question requires that candidates offer a considered and balanced review of the statement. Candidates could choose to agree, disagree or partially agree depending on their chosen exemplars. The two chosen despots may or may not have been contemporaneous with one another. Candidates may choose to approach the question by identifying some key enlightenment ideas and establish how far they were adopted. When discussing “impact”, areas to consider could be social structure, civil rights, wealth distribution and developments in areas such as science. Some may argue that the policies of “enlightened despots” were driven by the desire to maintain their own power and the security of the nation. It may also be argued that their policies had very little impact on most of the population with “impact” being limited to a relatively small proportion of the population. Impact of policies may extend beyond the timeframe but it must be clearly linked to the policies of the chosen exemplars.

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

15. “Economic rather than political challenges caused a crisis in the *Ancien Régime* by 1789.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that economic difficulties were more significant than political challenges in causing a crisis in France by 1789. Economic challenges could include the recession of the 1780s and huge debts from earlier wars (Seven Years War and the American War of Independence). The regime was unable to deal effectively with this debt because of weak financial structures (ineffective tax collection, no national bank or stock exchange). Political challenges were closely linked to economic ones. The nobility resisted Calonne’s tax reforms as they were seen as a threat to their status and demanded the recall of the *parlements* and later the Estates General. This provided the bourgeoisie the opportunity to demand greater participation in politics. Some may argue that the *Ancien Régime* was in crisis by 1789 because it had no basis of support due to economic weakness. While other relevant factors such as Enlightenment ideas may be referred to the bulk of the response will remain on the issues in the question.

16. “Napoleon’s military reputation was the most important factor in his rise to political power.” Discuss.

The question requires that candidates offer a considered and balanced review of the contribution made by Napoleon’s military reputation to his rise to political power. The weakness of the Directory including: financial instability, political instability and threats, such as Vendémiaire and Prairial; was underlined by its increasing reliance on the military. Sieyès and others began to look for a “strong man” to head a coup and Napoleon was identified as a candidate because of his military reputation (he was one of three potential candidates.) After Brumaire, Napoleon was made Consul and then used this as a base to extend his political power as First Consul and later Emperor. Some may argue that it was his military reputation that made him a potential candidate, others may argue that it was his skill as a propagandist that contributed to his rise to power. Candidates may argue that there would have been no opportunity for a military coup without the inherent weakness of the Directory. Candidates may choose to agree, partly agree or disagree with the statement.

**Section 9: France (1815–1914)**

17. “The Congress of Vienna had a limited impact on France.” To what extent do you agree with this statement?

The question requires that the candidates offer a considered and balanced response to the statement. The Congress of Vienna reached various decisions regarding France. There should be discussion of both internal and international impact. It could be argued France lost standing internationally, she was confined to her 1790 borders and lost territory (Nice and Savoy). In support of the statement France remained a major power. Talleyrand had negotiated at Vienna on equal terms and by 1818, France became a full member of the Congress System at Aix-la-Chappelle. Internal impact is more complex, the first Bourbon Restoration had been the work of Talleyrand and was not universally popular (as evidenced by the Hundred Days), the Second Restoration was the result of allied victory at Waterloo and was confirmed by the Congress. There was an army of occupation until 1818 and a war indemnity levied. Therefore, it could be argued that the main impact was the determination of the Congress of Vienna to stop France reverting to a republic.

18. “The Dreyfus Affair destabilized the Third French Republic.” Discuss.

The question requires that candidates offer a considered and balanced review of the impact of the Dreyfus Affair on the Third Republic. Anti-Dreyfusards believed the strength of the state, including the reputation of the army was more important than the rights of the individual (the Dreyfusard/pro-Republican stance). Despite the public furore (families were divided, Zola’s *J’Accuse...!* article) it could be argued that there was little real threat to the Republic and that the instability was more apparent than real. Déroulède’s attempted coup in 1899 had little or no support even from the army and offered no alternative to the Republic. Whereas support for Dreyfus led to the various moderate and left pro-republican parties uniting and the election of 1902 returned a majority pro-republican chamber with Waldeck-Rousseau as PM indicating popular support for the Republic. Subsequently the governments of Combes and Rouvier reformed the army and separated church and state, with the Republic remaining stable. Candidates may agree, partly agree or disagree with the statement.

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

19. Examine the factors that led to poor living and working conditions for the urban working class.

The question requires that candidates consider the interrelationship between a number of factors and poor living and working conditions. Factors to be considered could include political attitudes, overpopulation, industrialization and the poor infrastructure of towns and cities. Laissez-faire beliefs argued against government intervention in the economy or on social conditions. There were limited ineffective attempts to reform working conditions, and a reluctance to increase taxation to pay for social reform left this to local authorities and charity. Overpopulation was a major factor. The population doubled in the first half of the 19th century and continued to grow. Urban areas had poor infrastructure (little clean water or effective sewerage systems). There was very little change to the 1850s, some may argue that the widening of the electorate led to governments being more willing to enact reforms to gain working class support but that this process was gradual. It was not until the first decade of the twentieth century that governments began to attempt to establish a more equitable society (pre-war Liberal reforms).

20. “Disraeli’s domestic policies reflected his commitment to social reform.” To what extent do you agree with this statement?

The question requires that candidates offer a considered and balanced review of the domestic policies of Disraeli and the motivation behind them. Reference could be made to key legislation such as the Artisans’ and Labourers’ Dwellings Improvement Act 1875, the Public Health Act 1875, the Conspiracy and Protection of Property Act 1875 and the Employers and Workmen Act 1875. Some may argue that Disraeli’s novels indicated a commitment to social reform and this translated into the concept of Tory Democracy. Some may argue that Disraeli wanted to use the power of traditional institutions for the good of the whole community. To argue against the statement, some may point out that after the 1867 Reform Act increased the size and base of the electorate, many of Disraeli’s domestic policies were shaped by electoral considerations. He wanted an alliance between the working class and the aristocracy. Reference to legislation supporting trade unions could be cited in support of this view. There may be some discussion of the limits of Disraeli’s policies, but the bulk of the response will remain on the issue in the question.

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

21. Evaluate Metternich's role in the growth of nationalism and liberalism in Italy between 1815 and 1848.

The question requires that candidates make an appraisal of Metternich's role in the growth of nationalism and liberalism in Italy between 1815 and 1848. Candidates may offer equal coverage of nationalism and liberalism, or they may prioritize their evaluation of one. Some may argue that both liberalism and nationalism began to develop because of French rule. Candidates may refer to Metternich having an important role in repressing various uprisings in 1820, 1830 and 1848 in the Italian states therefore influencing the growth of nationalism and liberalism. Candidates may refer to both being context specific and Metternich's impact on these forces was stronger in the north. Candidates may argue that the uprisings in the Two Sicilies had very little to do with nationalism but sought liberal reform and the 1820 uprising there was suppressed with the aid of Austrian troops. While other relevant factors, for example the role Mazzini (Young Italy), Garibaldi and the various secret societies (Adelfia and Carbonari) played may be referred to, the bulk of the response will remain on the issue raised in the question.

22. Discuss the successes and failures of Bismarck's domestic policies.

The question requires that candidates offer a considered and balanced review of Bismarck's domestic policies. When discussing successes and failures candidates may identify Bismarck's aims both in relation to specific policies and the nation as a whole. His overarching aim was to maintain the authority of the monarchy and the dominance of Prussia within the empire. Key domestic policies include the Kulturkampf, anti-socialist legislation, State Socialism, economic policies and policies relating to national minorities. Both the Kulturkampf and anti-socialist legislation could be considered failures as the Catholic Centre Party gained support and anti-Catholic laws were repealed or lapsed. The Social Democrats continued to grow and by 1891 were a significant group in the Reichstag. State Socialism was to some extent successful as the German working class remained relatively loyal to the empire. There may be some discussion of policies toward national minorities and the attempts at Germanization, which was successful to some extent, but Polish nationalism remained strong in the eastern part of the empire.

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

- 23.** Discuss the reasons for the final crisis of autocracy in February/March 1917.

The question requires that candidates offer a considered and balanced review of the reasons why the Russian monarchy was in crisis by early 1917. Some may argue the autocracy had been in crisis for many years and had only survived to 1914 through a combination of limited reform (National Duma, Land Reform and some economic growth) and repression (limited power of the Duma, Stolypin's Necktie and the Lena Massacre 1912). Others could argue that the reforms from 1905 were the beginning of a process that would strengthen the monarchy (Stolypin's "gamble on the strong") leading to gradual political change and stability. This process was disrupted by the outbreak of war in 1914 and the impact of the war (defeats, casualties, economic crisis) eroded support for Tsar Nicholas II. It may be argued that there were long term factors undermining autocracy but in the short term it was the failure to deal effectively with the war that led to a crisis, with even the army and moderate politicians turning against the autocracy.

- 24.** Compare and contrast the roles of Lenin and Trotsky in Russia between 1917 and 1924.

The question requires that candidates give an account of the similarities and differences in the roles of Lenin and Trotsky in Russia referring to both throughout. Similarities could include that both were active in generating support for the Bolsheviks in 1917. Both convinced others to attempt revolution even though Russia did not fit the Marxist model. Both were willing to use force to ensure the survival of the Bolshevik state. Lenin accepted the need for the Red Terror and the one-party state. Trotsky enforced strict discipline in the Red Army and ruthlessly suppressed the Kronstadt Mutiny. Both were significant in shaping policy in Russia. Differences could include that Lenin focused on policy, persuading the Central Committee to back revolution. He implemented War Communism to supply the Red Army and adopted the NEP in 1921. Trotsky was more practical, organizing the Red Guard's seizure of power in October 1917 and as Commissar for War during the Civil War, he ensured victory for the Bolsheviks. Both similarities and differences should be clear but there does not have to be an equal number of each.

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

25. Evaluate the impact of the Congress of Berlin on the European Alliance system.

The question requires that candidates make an appraisal of the impact of the Congress of Berlin on the European Alliance system. Candidates may refer to the increasing tensions between Austria-Hungary and Russia and the fracturing of the Dreikaiserbund. Consequently, Bismarck signed the Dual Alliance with Austria in 1879 and temporarily revived the Dreikaiserbund in 1881. Candidates may discuss Russia being thwarted with regard to its Pan-Slavism in the Balkans, damaging its relations with Austria and Germany, and limiting the importance of the Dreikaiserbund. Some may argue that the impact was long term and contributed to the Franco-Russian Alliance 1894. The main impact of the Congress was the establishment of the long lasting Dual Alliance. Candidates may refer to Britain and Austria finding ways of expanding their spheres of influence. While other relevant factors, for example the role of the Ottoman empire, may be referred to, the bulk of the response will remain on the issue raised in the question.

26. Compare and contrast the impact of the First World War on the civilian populations in **two** countries up to 1918.

The question requires that candidates give an account of the similarities and differences of the impact of the First World War on the civilian populations in **two** countries up to 1918, referring to both throughout. Candidates may refer to similar experiences of citizens in terms of their rights and freedoms being curbed due to government policies. Candidates may refer to citizens being exposed to intense nationalist feeling and euphoria early on. Candidates may refer to different levels of intensity and disruption of daily life across social, economic or political factors. Candidates may refer to the impact varying for urban and rural populations. Candidates may refer to similarities or differences in terms of economic mobilization and impact. Both similarities and differences must be clearly indicated but there does not need to be an equal focus on each.



**Section 14: European states in the inter-war years (1918–1939)****27. Evaluate domestic resistance to the Nazis.**

The question requires that candidates make an appraisal of the domestic resistance to the Nazis, weighing up its strengths and limitations. Candidates may refer to early resistance from the traditional right and strong conservatives in the military including the *Reichswehr's* reluctance to merge with the SA and Beck's 1938 conspiracy. Candidates may refer to political resistance that came in various forms early on from Communists, Social Democrats, workers and youth movements. Candidates may refer to Jewish groups that formed in opposition to the discriminatory policies. There may be discussion of the actions of both Catholic and Lutheran churches in resisting certain key policies, but the extent of resistance needs evaluation. There may be some discussion as to how the coercive nature of the Nazi state hindered effective resistance but also the fact that there was popular support for the regime. Both strengths and limitations must be clearly indicated but there does not need to be an equal focus on each.

**28. Discuss the impact of political polarization during the Second Spanish Republic.**

The question requires that candidates offer a considered and balanced review of the impact of political polarization during the Second Spanish Republic. Candidates may refer to the fact that the Republic experienced a period of reform between 1931–1933, and the repealing of reforms between 1933–1936 fuelled political polarization. Candidates may refer to the lack of democratic culture and experience in party politics that made certain political groups more reactionary (CEDA, Falange), making them less capable of compromise or negotiation. Candidates may refer to lack of authority and political violence that emerged, further weakening the Republic and stimulating political radicalization. Candidates may refer to the manifestations of political violence contributing to polarization, for example, the crushing of the Asturias rising. By 1936 compromise between the Republicans and Nationalists was unlikely, ultimately leading to the military coup of July 1936 and the subsequent Civil War.

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

29. To what extent was German foreign policy successful between 1919 and 1933?

The question requires that candidates consider the merits or otherwise of the suggestion that German foreign policy was successful between 1919 and 1933. Candidates may consider success to mean Germany regaining her position as a major European power. In the years from 1919 to 1924, German foreign policy was largely unsuccessful. Evidence could include the acceptance of the terms of the Treaty of Versailles and Germany's isolation leading to the Treaty of Rapallo with the Soviet Union. Candidates may discuss the policies of Stresemann, negotiating the Dawes Plan 1924 and the Locarno Agreements 1925. Germany joined the League of Nations and was no longer isolated and able to negotiate the Young Plan in 1928 which reduced the overall reparations total and finalized the removal of all occupation troops from the Rhineland. Thus, it could be argued that from 1924 onwards German foreign policy was largely successful.

30. Evaluate the importance of the wartime alliance (1941–1945) to the defeat of the Axis powers in Europe.

The question requires that candidates make an appraisal of the importance of the wartime alliance (1941–1945) to the defeat of the Axis powers in Europe. Candidates may refer to the wartime alliance as providing essential resources and supply chains that increased the Allies' capacity to continue fighting (American supplies to both Great Britain and the Soviet Union). Candidates may refer to the industrial power and production capacity of the wartime allies as having significant importance. 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. Candidates may refer to the coordination of campaigns of the wartime alliance on the Axis powers, particularly on Germany. Candidates may refer to adaptations that the wartime alliance made in terms of air and naval tactics. While other relevant factors, for example the strategic errors made by the Axis powers, may be referred to, the bulk of the response will remain on the issue raised in the question.

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

31. Evaluate the impact of Stalin’s economic **and** political policies in the Soviet Union between 1945 and 1953.

The question requires candidates to make an appraisal of both economic **and** political policies in the Soviet Union between 1945 and 1953. When considering impacts, candidates may discuss the aims of the policies. Economically the main aim was to recover from wartime destruction of infrastructure. Industrial and agricultural production levels were below those of the 1930s. The 4th and 5th Five Year plans were implemented, focusing on key industries (oil and steel) production, and both rose significantly by 1950. Agriculture was less successful not reaching pre-war levels by 1950, despite being re-collectivized. It was damaged by policies such as Lysenkoism. Politically, Stalin’s aim was to maintain power and strengthen the state. The party was purged (100 000 a year), wartime heroes such as Zhukov were sidelined. The “discovery” of plots such as the Doctors’ Plot and the Leningrad affair maintained an atmosphere of fear and potential rivals such as Malenkov and Khrushchev were unable to threaten Stalin. There was limited political impact but economic policies were to some extent successful in aiding recovery.

32. “Brezhnev’s foreign policy was successful in reducing Cold War tensions in Europe.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that Brezhnev reduced Cold War tensions in Europe. Some may argue that the Brezhnev Doctrine 1968 increased tensions in Europe. As a consequence of détente and better relations with the US, Brezhnev was also willing to make concessions in Europe in the 1970s (detail on détente, such as SALT 1, should be made relevant to Europe). Brezhnev signed the Treaty of Moscow 1970 and the Helsinki Accords 1975, both significantly reduced Cold War tensions in Europe. Others may argue that Brezhnev did not initiate policies that reduced tensions but accepted overtures from others that led to a reduction in tensions. There may be reference here to Brandt’s Ostpolitik. Others may argue that tensions remained, with continued criticism of the Soviet Union’s record on human rights and the issue of deploying new nuclear weapons (SS-20s) in Europe. Candidates may agree, partly agree or disagree with the statement.

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

33. Evaluate how the West German state responded to the challenge of the Baader Meinhof Group/Red Army Faction.

The question requires that candidates make an appraisal of the methods used by the West German state against the Baader Meinhof Group/Red Army Faction. Candidates may refer to extensive powers that the police and intelligence forces were given at the time due to the groups' activities. Candidates may refer to and evaluate the extent to which civil liberties may have been eroded. The Lander lost some of their police powers to federal organisations in order to combat terrorism. Candidates may refer to the formation of a paramilitary anti-terrorist squad that was created called the GSG-9 that used numerous methods. Candidates may refer to the technological innovation of advanced computerization and tracking techniques. Candidates may refer to the impartiality of trials, badgering of defence lawyers and harsh treatment of prisoners. It could be argued that the methods were to some extent successful as the West German state remained stable despite the levels of violence at times.

34. Evaluate the political changes in **one** western **or one** northern European country (other than France, the Federal Republic of Germany and Spain).

The question requires that candidates make an appraisal of the political changes in **one** western **or one** northern European country (other than France, the Federal Republic of Germany and Spain), weighing up the strengths and limitations of those political changes. Candidates may refer to new political systems that emerged such as shifts from authoritarian to democratic forms of government. Candidates may refer to possible territorial changes such as a loss of colonies or overseas territories and their impact on politics. Candidates may refer to the emergence of inter-governmental organizations such as the UN or EEC (today's EU) which impacted and transformed European countries into new political arrangements. Candidates may refer to ideological political polarization in various contexts. Candidates opinions and conclusions should be clearly stated and supported by appropriate evidence.

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

35. Discuss the reasons for the emergence of conflict in the Balkans in the 1990s.

The question requires that candidates offer a considered and balanced review of the reasons for the emergence of conflict in the Balkans in the 1990s. Candidates may refer to the political fragmentations that occurred in the breakdown of Yugoslavia with certain regions desiring more political autonomy. Candidates may refer to the identity politics that emerged and contributed to extreme nationalism. Also, religion was arguably a significant factor particularly in the Bosnian and Kosovo Wars. Candidates may discuss the short-term issues such as the declaration of independence by Croatia and Slovenia that sparked a reaction by Serbia which initiated the Ten-Day War in 1991. Candidates may refer to the refusal of the Central Serbian authorities led by Milosevic to grant autonomy. Candidates may refer to long standing economic decline as a reason for the emergence of the conflict. While other relevant factors, may be referred to, the bulk of the response will remain on the issue raised in the question.

36. Discuss the economic challenges of the post-communist era in **one** central or eastern European country (1989–2000).

The question requires that candidates offer a considered and balanced review of the economic challenges of the post-communist era in **one** central or eastern European country (1989–2000). Challenges may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to economic issues such as government debt that the country might have been facing at the time. Candidates may refer to inflation and unstable food prices that posed significant economic challenges. Candidates may refer to difficulty in reforming a centrally-planned economy to enable the transition into a free market economy. Candidates may refer to internal dissatisfaction and bottom up pressures from civilians demanding opportunities and basic services. While other relevant factors, for example the transformation of state institutions and political factors, may be referred to, the bulk of the response will remain on the issue raised in the question.

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