

Markscheme

May 2019

History

Higher level

Paper 3 – history of Europe

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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"> • 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. • 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 introduced many changes to the government and administration of England.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement. There may be some comparison of Anglo–Saxon and Norman rule linked to the notion of change in the question. The Norman system was based on the Anglo–Saxon counties and Hundreds and directed from the centre as had been the case in pre-Norman England. The greatest changes were in personnel with all the earls and officials of the royal household being Norman by the end of William’s reign. Latin became the official administrative language. There may be reference to the Domesday Book, which was designed to record land tenure in order to improve tax gathering but was not a significant change and was written at the end of William’s reign. Other relevant factors such as castle building and the feudal system may be discussed as factors contributing to government and administration.

2. Examine the role of Philip II in gaining Normandy for the French Crown.

The question requires that candidates consider how, and how far, Philip II was responsible for the French gaining control of Normandy by 1204. Candidates may examine the relationship between the Dukes of Normandy and the French throne, for example while the Dukes of Normandy paid homage to the kings of France, they were largely independent. During Richard I of England’s absence Philip seized some Norman territories. However, Philip was unable to defeat Richard and was seeking a truce when Richard died. Candidates may point out that at this point Phillip was largely unsuccessful, John’s succession was acknowledged and the English were firmly in control. John’s marriage to Isabella of Angoulême caused problems, and his treatment of Norman nobles and maladministration of the Duchy led to increased support for Philip. By 1204, Philip controlled most of the Angevin Empire. John struggled without success to regain his power and was defeated at Bouvines in 1214. Some may argue that Philip’s determination led to success, others that John’s mistakes were the most significant factor.

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

3. Discuss the reasons for the fear of Muslim power in medieval Europe.

The question requires that candidates offer a considered and balanced review of the reasons why Muslim power was feared in medieval Europe. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question.

Candidates may refer to the sense of cultural insecurity that resulted from Muslim expansion into Christian territories, and note that it coincided with the decline of the Byzantine Empire. The rising power of the Ottoman Empire, as a rival to medieval European states, and repercussions from the Crusades may also be considered. Institutions such as the Papacy feared losing political power as a consequence of rising Muslim power. The influence of Islamic culture and civilization on medieval Europe that clashed with Christianity and contributed to the ever-growing distrust of Islam as a religion are also possible examples.

4. Discuss the effects of the persecution of the Jews in medieval Europe.

The question requires that candidates offer a considered and balanced review of changes that occurred in medieval Europe as a result of the persecution of the Jews. Candidates may refer to the Jews' integral role within societies, despite religious differences, prior to persecution, and candidates may refer to the economic role played by Jews. The resultant destruction of Jewish communities due to their expulsion from various European cities may be considered, along with the impact of anti-Semitic laws against Jews and their customs, such as "blood libels", which, in some cases, led to higher taxation and restrictions imposed on worship. Forced—or willing—conversions to Christianity across Europe during pogroms or periods of severe persecution may also be referred to. Further effects of persecution meant that many Jews fled en-masse to newly formed Slavic states and Poland for refuge. There they acquired prosperity and practised their religion.

Section 3: Late medieval political crises (1300–1487)**5. Discuss the reasons for the fall of ducal Burgundy.**

The question requires that candidates offer a considered and balanced review of the reasons for the fall of ducal Burgundy. Candidates will focus on the death of Charles the Bold at the Battle of Nancy in 1477. After this event, Louis XI annexed much of Burgundy to the French Crown. Charles the Bold's daughter, Mary was married to Maximilian I of Austria and as a result, the northern Burgundian territories came under Habsburg rule. Some candidates may argue that Charles the Bold pursued too aggressive a policy in trying to annex Lorraine to link the northern and southern regions of Burgundy and that he alienated some potential supporters. Others may stress the difficulty of the Burgundian position in the late 15th century, situated as it was between Habsburg domains to the east, and the growing power of Louis XI's France to the west. Candidates may stress the abilities of the opponents of Burgundy in this period, especially those of Louis XI.

6. Evaluate the causes of the Wars of the Roses.

The question requires that candidates make an appraisal of the causes of the Wars of the Roses, weighing up the importance of different reasons. These reasons could be divided into long- and short-term. For long-term causes, candidates could refer to the dynastic rivalry caused by the overthrow of Richard II in 1399, giving a justification for the Yorkist rebellion against Henry VI in later years. Candidates may discuss the role of bastard feudalism and the importance of overmighty subjects such as the Earl of Warwick. For short-term causes, candidates may refer to the weakness of Henry VI and the unpopularity of his advisers; especially after English military defeats in France, for example Castillon in 1453. Candidates may argue that the events of the Coventry Parliament of 1459, when attainders were issued against leading Yorkists, gave them little alternative but to rebel.

Section 4: The Renaissance (c1400–1600)

7. Compare and contrast the forms of government in Milan and Florence.

The question requires that candidates give an account of the similarities and differences between the forms of government in Milan and Florence, referring to both throughout. Candidates may refer to types of Renaissance characteristics that were present in the governments, such as republicanism, individualism and humanism. Florence was a republic, with a constitution that limited the power of any one social group, and ensured that no one person or group could have complete political control. Political power resided in the hands of middle-class merchants, a few wealthy families and the guilds. Some may argue that the Medici family had nearly as much power as a monarch. Milan was a military state and government became hereditary under a succession of powerful Sforza dukes. Attempts to install a republic proved unsuccessful. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each.

8. Examine the reasons for the spread of the Renaissance in **one** European country excluding Italy, Burgundy and Germany.

The question requires that candidates offer a considered and balanced review of the reasons for the spread of the Renaissance in **one** European country excluding Italy, Burgundy and Germany. Reasons may include that travel across the continent became safer after the end of the Hundred Years' War. There was relative peace in northern Europe in the late-15th century resulting in an increase of trade across the continent and the spread of humanist ideas. The decline of feudalism allowed people more freedom to explore changes in society and new ideas in arts, sciences, and philosophy. Invasions into the Italian peninsula exposed European rulers to Renaissance perspectives and they borrowed ideas from Italy as they looked for ways to increase the sophistication of their courts.

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

9. Discuss the significance of Henry the Navigator as an enabler in the Age of Exploration.

The question requires that candidates offer a considered and balanced review of the significance of Henry the Navigator as an enabler in the Age of Exploration. Candidates may refer to his importance as a key figure in 15th century Portuguese politics and to his sponsorship of exploratory sea voyages. He has been viewed as a main initiator of the Age of Discoveries, as well as a founder of the Atlantic slave trade. Henry the Navigator was responsible for the early development of Portuguese exploration and maritime trade with other continents and, under his sponsorship, the Portuguese circumvented the Muslim land-based trade routes across the western Sahara, eventually leading to the first private mercantile expeditions. His expeditions also explored the coast of Africa, most of which was unknown to Europeans at that time. Under his direction, the caravel was developed, and he is also credited with furthering knowledge of geography, mapmaking and navigation through his school.

10. “The Treaty of Tordesillas (1494) was of limited significance.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement. Candidates may refer to the treaty’s importance in dividing Latin America, as well as establishing Spain’s position in the western Pacific until 1898. It also established boundaries in the New World for the quarreling European powers. The treaty also ensured Portugal and Spain could exploit their allocated parts of the globe without interfering with each other. A significant impact of the treaty was the precedent it set in dealing with local indigenous peoples of colonized lands. However, the treaty quickly became obsolete in North America, Asia and Africa, affecting colonization, and it was ignored by European nations. Other powers and affected peoples were confused by the treaty’s unclear lines of demarcation. Candidates may agree, partly agree or disagree with the statement.

Section 6: The Reformation (1517–1572)

11. Discuss the reasons for the Peace of Augsburg (1555).

The question requires that candidates offer a considered and balanced review of the reasons for the Peace of Augsburg in 1555. The Peace of Augsburg allowed rulers in Germany to choose either the Catholic church or Lutheranism for their domains. Residents who dissented from their rulers' choice could emigrate. Candidates could refer to the fact that there had been prolonged warfare between Catholics and Protestants from 1546. In spite of military success at Mühlberg in 1547, Charles V found Protestantism difficult to eradicate. Attempts to codify religious practice, such as the Augsburg or Leipzig Interims, failed to gain the support of German Protestants. Diplomatically, Charles V faced renewed challenges in the early 1550s. The League of Torgau of German Lutheran Princes meant that Elector Maurice of Saxony had abandoned Charles V. From 1552, Henri IV of France assisted the League against Charles V. In addition, Charles V faced attack from the Ottoman Empire. For both the Catholic and the Protestant sides, the Peace of Augsburg was a welcome end to conflict.

12. Evaluate the impact of Protestant ideas in **one** of the following: England; Scotland; France; The Netherlands.

The question requires that candidates make an appraisal of the impact of Protestant ideas in any **one** of England, Scotland, France or the Netherlands. Different types of Protestant ideas, for example Lutheranism, Anabaptism and Calvinism, may be evaluated depending on the country chosen. Candidates may address the political impact of Protestant ideas notable in their country of choice. In England, Henry VIII broke from Rome in part due to Protestant ideas, which gradually generated support from some of the population for a reformed church. In Scotland, after a period of persecution, reformers led by John Knox gained control and King James VI was brought up in the Protestant faith. In France, the persecution of Protestants led to the Wars of Religion and the St Bartholomew's Day Massacre of Huguenots in 1572. In the Netherlands, William the Silent converted to Calvinism and led the Dutch rebellion against the Spanish. Less directly political impacts could also be discussed including changes in religious observance in some cases.

Section 7: Absolutism and Enlightenment (1650–1800)

13. Evaluate the political impact of Enlightenment ideas in **two** of the following: Germany; England; Scotland; France; Spain; the Dutch Republic; Italy.

The question requires that candidates make an appraisal by weighing up the political impact of Enlightenment ideas in **two** of the named countries. The political impact may extend beyond the timeframe, but the effects must be clearly linked to the Enlightenment. Candidates may offer equal coverage of both countries. A comparative approach may or may not be used. Candidates may refer to the ideas of the *philosophes*, which influenced political views, such as principles of religious tolerance, separation of church and state, and the social contract, all of which were seen in France. Ideas of enlightened despotism became popular in a number of European countries. Other relevant factors, for example social and economic effects, may be referred to.

14. “The growth of cities was the most significant social and economic change in the Enlightenment era.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement. Candidates may offer equal coverage of social and economic changes, or they may prioritize their discussion of one aspect. However, both aspects will be a feature of the response. Candidates may discuss the economic change that resulted from the development of industry and capitalism. Social changes may include the change in lifestyle that emerged out of a flourishing new breed of middle classes and traders. The demise of the mercantilist system was arguably the most significant economic change, brought about by *laissez-faire* economics. Candidates may agree, partly agree or disagree with the statement.

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

15. Evaluate the reasons for the Thermidorean reaction.

The question requires that candidates make an appraisal of the reasons for the Thermidorean reaction. Candidates may initially outline the Thermidorean reaction as the execution of Robespierre and his followers on 10 Thermidor (28th July) 1794. Candidates may refer to the rising numbers of executions and the National Convention turning against the Committee of Public Safety. This was partly due to fear that they would be the next to be accused and executed, especially after Robespierre's speech of 8 Thermidor, in which he talked of suspects but did not name them. In addition, in the summer of 1794 there was division within the Committee of Public Safety, following Robespierre's criticism of Billaud Varenne and Collot d'Herbois. Candidates may also refer to revenge as an important reason, as many people, from Royalists to Dantonists, wanted revenge for the excesses of the Terror. Candidates may point out that the Thermidorean reaction did not end with the death of Robespierre – there were attacks on Jacobins in the "White Terror" in 1794–1795.

16. Examine the impact of the domestic policies of Napoleon I on France.

The question requires that candidates offer a considered and balanced review of the impact of the domestic policies of Napoleon I on France. Candidates may refer to the *Code Napoleon*, the 1801 Concordat with the Church, the establishment of the *Banque de France*, some degree of meritocracy, especially within the Army, education reforms and the repression of opposition. Candidates may argue that Napoleon's domestic policies had a generally positive impact, as there was stability after the upheavals of the 1790s and the Concordat provided a settlement with the Catholic Church. Candidates may highlight the longer-term benefits for France, including the consolidation of the achievements of the Revolution and establishment of the lycées. Alternatively, candidates may argue that some domestic policies were negative. They could highlight the censorship and repression used. Although this is not a question on Napoleon's foreign policy, candidates may comment on the domestic effects on France of years of war, including conscription of men of military age and the burden of taxation.

Section 9: France (1815–1914)

17. “Economic factors were the main reason for the 1848 Revolution in France.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement. In agreeing with the statement, candidates may refer to the impact of economic hardship in France in the 1840s. The potato blight of 1845 and the failed wheat harvest of 1846 led to increasing food prices and economic hardship. In Paris there was unemployment and hunger between 1847 and 1848. Alternatively, candidates may disagree with the statement and look at non-economic reasons for the 1848 Revolution in France. These could include the unpopularity of Guizot, Louis Philippe’s Chief Minister and a growing movement in favour of political reform (the Banquet Movement). Candidates may agree, partly agree or disagree with the statement.

18. “The threat of Boulangisme to the French Third Republic was exaggerated.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement. For context, Boulanger was Minister of War between 1886 and 1887, establishing his own political movement in 1888. There were rumours he would lead a coup against the Third Republic. Candidates could agree with the statement and point out that no coup attempt was launched, that Boulangist deputies were few in number and there were considerable divisions within the movement. Alternatively, candidates could stress the relative weakness of the Third Republic; the corruption associated with the Presidency of Grévy meant that many turned against mainstream parties. In addition, many in France also desired “revanche” against Germany after the defeat in the Franco-Prussian War. Boulanger capitalized on these patriotic sentiments especially in what was seen as his victory over Bismarck over the Schnaebelé Affair in 1887. Candidates may agree, partly agree or disagree with the statement.

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

- 19.** Evaluate the reasons for the emergence of Chartism.

The question requires that candidates make an appraisal of the reasons for the emergence of Chartism, weighing up the significance of different reasons. The People's Charter was published in May 1838. Candidates may focus on political and economic reasons. Evaluation of political reasons may include reference to the failure of the 1832 Reform Act to extend the franchise further, or the decision to prosecute trades unions (Tolpuddle Martyrs). Evaluation of economic reasons may include reference to the impact of economic depression, the fear of unemployment—and the workhouse—and the relative failure of factory reform. Candidates may also highlight the regional differences between Chartism in London and Chartism in Wales, the North and the Midlands. Candidates may also address the ways in which Chartism in the late 1830s differed from the Chartism of 1848.

- 20.** To what extent was pre-First World War unrest a challenge to the British government?

The question requires that candidates consider the merits or otherwise of the suggestion that pre-war unrest posed a challenge to the British government in the years before 1914. Candidates may focus on any or all of the following: labour unrest, the Irish Question and the impact of women's suffrage movements. Candidates may highlight the use of military force against strikers at Tonypandy. Alternatively, there could be an examination of the seriousness of the situation in Ireland following the Curragh Incident of March 1914. Candidates may also point out that once war was declared in August 1914, the established order was maintained. So, perhaps the threats of unrest were not as serious as they had appeared.

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

21. “Garibaldi was the most significant leader in the process of Italian unification.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement. Candidates may refer to Garibaldi’s key contribution, which was to lead the Thousand Red Shirts in an expedition to Sicily, defeating the Neapolitan forces in a series of battles from May to October 1860. Candidates may argue that aside from his military success, Garibaldi’s political decision to accept the unification of Italy under the Piedmontese monarchy was also very significant. Garibaldi’s role in defending the Roman Republic in 1849 could also be mentioned as a source of inspiration for Italian nationalists. On the other hand, some candidates may challenge the statement and highlight the role of other leaders in Italian unification, for example Cavour, Mazzini, Victor Emmanuel II, or even Napoleon III. Candidates may agree, partly agree or disagree with the statement.

22. Evaluate the importance of Bismarck’s policies in the achievement of German unification by 1871.

The question requires that the candidates make an appraisal of the contribution of Bismarck’s policies to unification. The main focus is likely to be on Bismarck’s diplomacy in the wars of unification against Denmark in 1864, Austria in 1866 and France in 1870. He isolated other countries and made them appear to be the aggressor, for example his manipulation of the Ems Telegram (Dispatch) in July 1870. Candidates may also highlight his role in passing military reforms through the Prussian Parliament in the 1860s. Alternatively, candidates may argue that other factors, aside from Bismarck’s policies, led to German unification by 1871. These could include Austrian weakness, the economic and military growth of Prussia from 1815 and economic co-operation under the Zollverein from the 1830s onwards. The growth of German nationalism may also be discussed. The failure of the Frankfurt parliament between 1848 and 1849 arguably showed that Germany would only be unified under a monarchy.

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

23. To what extent did the reforms of Alexander II change Russian society by 1881?

The question requires that candidates consider the merits or otherwise of the suggestion that the reforms of Alexander II changed Russian society. The main reforms such as the Emancipation of the Serfs and local government reform should be examined in relation to their impact on Russian society. Candidates may argue that the most radical change was to the principles that governed Russian society; the idea of freedom of the individual was introduced with the abolition of serfdom and the notion of equal justice with legal reforms. Candidates may argue that Russian society remained hierarchical with the monarchy, Church and nobility at the top and the peasantry, despite notional freedom, still largely enslaved by the Mir and the obligation to pay Redemption Dues. Other major reforms include education and military reforms, and their impact on society could be considered.

24. Compare and contrast the causes of the February/March and October/November Revolutions in 1917.

The question requires that candidates give an account of the similarities and differences between the causes of the two revolutions. Candidates may refer to issues such as the problem of weak ineffective governments that were blamed for the difficulties caused by the First World War, including continued defeats and the high number of casualties. In the case of the February/March Revolution, the Tsar lost the support of the military and was forced to abdicate. Similarly, Kerensky had lost military support and the Bolshevik coup easily overthrew the Provisional Government. Other linked causes, such as economic problems, food shortages and poor working conditions may also be examined. Some may argue that the major difference was the level of popular agitation for revolution. February 1917 saw a spontaneous popular revolution with various mass demonstrations (International Women's Day) and strikes (Putilov Armaments Workers), whereas events in October/November arguably constituted a coup d'état carried out by the Bolsheviks with limited popular involvement. Both similarities and differences must be clearly indicated but there does not need to be an equal number of both.

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

25. “German foreign policy did not lead to the outbreak of the First World War.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement. Candidates may refer to Balkan nationalism as a key cause, along with the Alliance System which arguably made it easier for a local conflict to lead to a generalised war. Some may argue that it was Germany’s clumsy diplomacy, for example the Moroccan Crises, that caused tension, rather than the policies themselves. To disagree, it could be argued that Weltpolitik and the naval race with Britain contributed to a suspicion of Germany’s intentions. Candidates may also argue that it was a failure to resolve the July Crisis in 1914 that led to the outbreak of the war.

26. Discuss the factors that led to the defeat of Germany and the other Central Powers in the First World War.

The question requires that candidates offer a considered and balanced review of the factors that led to the defeat of Germany and the other Central Powers. Candidates may refer to the failure of the Schlieffen Plan and other strategic and tactical errors made by Germany and the other Central Powers. These may include the decision to invade Belgium bringing Britain into the war, unrestricted U-boat warfare which antagonized the US, and the failure of the Spring Offensive in 1918. Domestic instability and weak governments in the Central Powers may also be considered. Economic factors such as the impact of the Allied Blockade could be discussed. The entry and role of the US was also important, as it brought in new resources against the weakened and war-weary Central Powers.

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

27. “Germany experienced a “Golden Era” during the Stresemann years (1924–1929).” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement. Reference may be made to foreign policy, for example the signing of the Locarno Accords and joining with the League, and argue that, internally, resentment about Versailles was reduced. The introduction of the *Rentenmark* stabilized the currency and the Dawes and Young Plans reduced the burden of reparations. Hindenburg’s election in 1925 reduced criticism from nationalists, and there were no attempts to overthrow the Weimar Republic. Candidates may argue that economic recovery was based on short-term loans and there was a budget deficit for much of the period, and that “Germany was dancing on the edge of a volcano”. Unemployment remained high and an agricultural depression began in 1927. Politically, no party gained a majority and governments were coalitions, albeit formed of pro-Weimar parties. Candidates may agree, disagree or partially disagree with the statement.

28. Evaluate the successes and failures of Mussolini’s domestic policies between 1922 and 1939.

The question requires that candidates make an appraisal of the strengths and limitations of Mussolini’s policies in Italy in the given period. Responses may identify Mussolini’s aims in order to make a judgment on success. There should be consideration of political, economic and social policies. Politically, Mussolini’s aim was to remain in power and establish a one-party dictatorship. He had consolidated his political power and Italy had become a one-party state by 1926. Candidates may argue that there were still key institutions, such as the Church and monarchy, that limited his power. Economic policies considered may include the various “Battles” and how far they contributed to Mussolini’s goal of autarky (note the Battle for Land and Quota 90). Social policies to be considered may include those aimed at improving education and those targeting the youth. The Battle for Births and the impact of *Dopolavoro* may also be addressed and candidates may consider how far a Fascist society was developed. Candidates may argue that successes were largely superficial. Many policies were damaging, especially economic ones; however, politically Mussolini was successful as he remained in power until 1943.

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

29. “In the 1920s, the League of Nations was successful in Europe.” Discuss.

The question requires that candidates give a considered and balanced review of the statement. While other relevant factors, for example the structure and membership of the League may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may point out that the League was dominated by Britain and France and some powers were not yet members (Germany, the Soviet Union). League successes may include the establishment of organizations such as the International Court of Justice, the International Labour Organization and organizations that helped refugees/displaced persons. The League resolved several international disputes (the Åland Islands, Polish/German disputes over Silesia and the Greek invasion of Bulgaria). Evidence against success may include the fact that the League did not intervene in some disputes, as these were resolved by the Conference of Ambassadors (Corfu and Vilna). Additionally, some major international agreements, which aimed to maintain peace, such as Locarno and the Kellogg–Briand Pact were not League initiatives. Arguably the League was more effective on social problems than political ones.

30. Examine the contribution of economic **and** strategic factors to the Allied victory in 1945.

The question requires that candidates consider the interrelationship between economic and strategic factors and the Allies’ victory in Europe. Factors such as Hitler’s poor leadership could be discussed but the bulk of the response must be on the issue raised in the question. Economic factors may include the extent to which combatants had the resources to fight a long war. The Allies had the industrial resources and manpower of the US, the British Empire and the Soviet Union; Germany relied on gaining new resources by conquest and the hope that it would be a short-lived war. Other factors may include the mobilization of the Allied Home Fronts, or the strategic decision to concentrate on the Battle of the Atlantic and naval and airpower. Other strategies that were significant include the Soviet “scorched earth” strategy and the opening of the second front (D-Day). It would be legitimate to discuss the strategic mistakes of the Axis powers, such as overstretching their resources in the Mediterranean and North Africa. Candidates may argue that economic factors were, in the long run, more important than strategies.

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

31. “Stalin’s control of the Communist Party was the main reason for his victory in the struggle for power (1924–1929).” Discuss.

The question requires that candidates offer a considered and balanced review of the statement. Candidates may agree with the statement, by noting that the Party was more important than public opinion in the emergence of leaders. Stalin’s role as General Secretary was crucial as he controlled membership and was able to fill the party with supporters (note, for example, the Lenin Enrolment), and used party rules to weaken opponents (the Ban on Factions). Candidates may argue that the weakness of his opponents was crucial. Trotsky lacked party support, missed Lenin’s Funeral and his military links aroused suspicion. Further, he was unwilling to split the party. For their part, Kamenev and Zinoviev did not initially see Stalin as a threat. Candidates may focus on Stalin’s political flexibility, he advocated different policies at different stages, such as during the Triumvirate, the elimination of the Left Opposition and then the Right Opposition. The struggle for power was carried out behind a debate within the party on economic policy. By 1929, he supported the policy of Socialism in One Country and collectivization.

32. To what extent were Gorbachev’s policies responsible for improved East–West relations between 1985 and 1991?

The question requires that candidates consider the merits or otherwise of the suggestion that Gorbachev’s policies changed Cold War relations. There may be reference to domestic policies such as *Perestroika* and *Glasnost*, but they must be linked to the issue of improved relations. Gorbachev’s New Thinking based his diplomacy on human rights, non-violence, and ending the arms race. Candidates may consider the results of the various summit meetings between 1985 and 1988 leading to the Intermediate-Range Nuclear Forces Treaty in Washington in 1987, which came into force in 1988. Candidates may argue that Gorbachev’s willingness to make concessions (accepting the zero–zero option) was vital to improved relations, while other candidates may argue that Reagan’s receptiveness to improved relations was also important, despite the fact that he caused some difficulties in refusing to abandon Star Wars. In 1989, Gorbachev abandoned the Brezhnev Doctrine and withdrew Soviet troops from Afghanistan, the Iron Curtain collapsed and, at the Malta Summit, it was stated the Cold War had ended. Candidates may argue that Gorbachev needed to end tensions to gain US aid to help reforms at home, others that he genuinely wanted to remove Cold War tensions.

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

33. “The Marshall Plan was essential to the reconstruction of France and West Germany between 1945 and 1963.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement. The Marshall Plan contributed to the division of Germany by 1949. In the initial stage of reconstruction, Marshall Aid financed the rebuilding of industrial plants, but it was arguably the policies of Adenauer that encouraged further investment and growth. He insisted that profits should be invested and the Works Law (1952) ensured good labour relations, both of which contributed to the “economic miracle” in West Germany. France received 18% of the total amount of Marshall Aid and this contributed to initial reconstruction of industry, however, there was little impact on agriculture. Some may argue that Marshall Aid provided some resources and the model for the Monnet Plan that led to continued modernization and development in the 1950s. Candidates may argue that closer European integration with the establishment of the European Coal and Steel Community was more important than Marshall Aid for full reconstruction and economic growth.

34. To what extent did Spain experience economic and social change during the Franco regime between 1945 and 1975?

The question requires that candidates consider the merits or otherwise of the idea that Spain underwent both social and economic change. In the 1950s, Spain’s economy was stagnant with low foreign trade (only 4% of GDP), tight government regulation and frequent food shortages. Socially, Spain was conservative as the Church dominated social attitudes and education. The position of women was restricted as wives were not allowed to work or travel without permission. In 1959, the Stabilization Plan encouraged foreign trade and investment, which led to industrial growth. The Ministry of Tourism was established and encouraged foreign visitors with its lack of visa requirements and favourable exchange rates – by 1967, income from foreign tourism totalled 11% of GDP. Social change also occurred with some state welfare provision in areas such as housing and health. Urbanization increased and a consumer society emerged. Tourism also changed social attitudes as society became less conservative and more secular. Women made up 30% of the work force by 1974 which was a significant social change. The middle class grew to 33% by 1974, reducing the economic and social divisions in Spain.

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

- 35.** To what extent did the Soviet Union dominate central and eastern Europe between 1945 and 1955?

The question requires that candidates consider the merits or otherwise of the suggestion that the Soviet Union dominated central and eastern Europe between 1945 and 1955. Candidates may refer to examples of the Soviet Union's aim for complete state control of economic life, through COMECON and Stalin's agricultural ambitions in the Five Year Plans. Following the war, the Soviet Union removed many resources from central and eastern European countries. Control was also sought militarily, for example through the Warsaw Pact and repression of any opposition. The Soviet Union trained Communists, dominated satellite governments, and established Comintern, all of which may be considered examples of political domination. There may be reference to the presence of Soviet troops in "encouraging" the establishment of friendly governments. Candidates could argue that Soviet domination was limited, for example Czechoslovakia until 1948 and Yugoslavia.

- 36.** Discuss the reasons for the collapse of Soviet control in central and eastern Europe.

The question requires that candidates offer a considered and balanced review of the reasons for the collapse of Soviet control in central and eastern Europe. Candidates may refer to examples of dissent such as the Hungarian Uprising in 1956 and "Prague Spring" in Czechoslovakia in 1968 as being indicative of long lasting resentment. Economic reforms in a number of satellite countries also paved the way for the Soviet collapse in central and eastern Europe. Other factors, such as increased nationalism and growing independence from the Soviet Union, for example in the case of Romania, may also be addressed. In the case of Poland there was significant support for the Solidarity trade union movement. Gorbachev's abandonment of the Brezhnev Doctrine led to the collapse of Soviet control of Eastern Bloc countries.
