



MARKSCHEME

May 1999

HISTORY - EUROPE

Higher Level

Paper 3

Paper 3 mark bands

The method of assessment used by the IBO is criterion-referenced and not norm-referenced. That is to say that candidates are judged by their performance in relation to the identified assessment criteria and not in relation to the rest of the population being assessed.

The mark bands concentrate on positive achievement.

mark band 19-20

It is not expected that an essay in this mark band would be a 'perfect' answer but it should be directly focused and show a depth of historical understanding. There is likely to be evidence of wide reading. In addition, the candidate's answer will demonstrate **one** of the following: a highly developed awareness of historiographical issues, a high level of conceptual ability, or a successful challenge to the assumptions implied in the question.

mark band 17-18

The specific question is answered in a direct and focused manner. There is likely to be evidence of reading which has been effectively used in the answer. There may be an appreciation of historiographical issues. Arguments and concepts will be well developed.

mark band 14-16

The question is effectively and relevantly addressed and the answer is supported by accurate knowledge. The answer demonstrates a consistent level of analytical ability, although not all aspects of the issues have necessarily been addressed.

mark band 11-13

The knowledge shown is generally accurate, relevant and adequate to support a sound answer. The candidate's analysis is not fully developed.

mark band 8-10

The answer is mainly descriptive or in narrative form and has some explicit or implicit relevance, or is made relevant by its conclusion. Alternatively, there is a coherent argument based on barely sufficient material.

mark band 6-7

The question is only partially addressed and there is a limited demonstration of appropriate skills. There is a limited degree of accurate and relevant knowledge.

mark band 4-5

The knowledge shown is limited, often inaccurate and of marginal relevance to the question. The question is not addressed effectively and there is very little evidence of appropriate skills.

mark band 1-3

There is very little relevant knowledge and little or no understanding of the question. The candidate's answer is no more than a collection of isolated facts or generalisations bearing little relation to each other or the question. There is no evidence of appropriate skills.

mark band 0

If a candidate does not achieve the standard described by mark band 1-3 then 0 should be recorded.

Notes on Individual Questions

These must be read in conjunction with current mark bands.

1. **To what extent was the weakness of the French Monarchy responsible for the outbreak and course of the French Revolution between 1789 and January 1793?**

The main body of the essay, at least 60%, should be the weakness of the French monarchy, *e.g.* financial and political, prior to 1789 and during the years 1789-1793 which reflect on the monarch's actions 1789-1793, and thus on the outbreak in 1789 and subsequent events up to the King's execution. Candidates should also note the strength, and the autocratic nature of the monarchy, as well as other factors which led to unpopularity and revolution and influenced events. A general essay on the causes of the French Revolution would only reach 8 to 10 marks if there was adequate mention of the weakness of the monarchy. 11 to 13 answers might describe weakness and events such as the Royal flight. 14 to 16 answers would explain and analyse the extent and nature of weakness, with in-depth answers scoring 17+ marks.

2. **'He restored order and brought prosperity.' How far do you agree with this judgement of the domestic policies of Napoleon I during the period 1799 to 1815?**

In the history guide Napoleon Bonaparte is listed as Napoleon I. He was appointed First Consul in 1799, Consul for life in 1802 and Emperor in 1804. Accept all domestic policies from his appointment as First Consul, and especially credit those who fully understand the exact situation. Domestic policies for the period 1799 to 1815 could include his measures to obtain power, the Code Napoleon, the Concordat, reorganisation of local government, education, Legion of Honour, public works, industry and commerce. Thus there is much material to use to agree with the quotation, and mark according to depth of assessment and detail. 8 to 10 answers might be narrative, 11 to 13 will contain more comments and probably answers of 14 to 16 and higher will also assess the negative elements, censorship, police activities, financial drain, *etc.* This should be a popular and well known area for those who study the early nineteenth century.

3. **Evaluate the economic and political causes of the 1848 Revolutions in the Austrian Empire and German Confederation.**

Evaluate indicates that some assessment should be made of the relative importance of economic causes - general poverty, famines, bad harvests *etc.* and political causes, constitutional grievances; national aspirations especially in the Austrian Empire's subject states. Candidates could note the main revolution centres (Vienna, Prague, Hungary, Berlin and in Italy, Lombardy and Venice), but the focus of the question is on causes. No account of the Revolutions is required or relevant. If only the Austrian Empire or German Confederation is mentioned mark out of 12. 8 to 10 answers might be general or narrative. Specific causes must be noted for 11 to 13 and some depth of evaluation for 14 to 16 and higher.

4. **Analyse the events of 1848 which deposed Louis Philippe and explain why his reign ended in revolution.**

A straight forward question requiring first an analysis of the reign of Louis Philippe - the political and economic situation and his policies, domestic and foreign, and why these led to the King's deposition in a revolutionary situation, and second the growth of opposition - Reform Banquets, working class agitation, Bonapartism. An analysis of 1848 events is required for 14 to 16 and higher: accounts which end with deposition could score 11 to 13 if full and analytical; 8 to 10 answers will probably be narrative with insufficient attention to 1848.

5. **In what ways was the unification of Italy hindered between 1848 and 1870 by both the Papacy and the division of Italy into separate states?**

Candidates need to consider the position of Pius IX, the 1848 Revolution and Rome, France, Austria and the Papacy for the first part, then Italy as a 'geographical expression' *i.e.* separatism, the actual divisions and how the states came under Piedmont/Sardinia between 1848 and 1870. Candidates who understand the religious/political nature of the Papacy and the connection of separatism with European power politics, balance of power *etc.*, as well as the parochial nature of the different Italian States, and the problem of Austria, and can write analytically on these problems will probably score 14 to 16 and higher, narrative with assessment 11 to 13 and a chronological narrative limited to 8 to 10 marks. Vague general essays on Italian unification as a whole will not reach 8 marks.

6. **Why had Prussia replaced Austria as the leading Germanic power by 1866?**

All candidates should be able to explain the rise of Prussia with at least her economic progress, the Zollverein, and work of Bismarck, and the decline of Austria with her overstretched Empire and conservative rule. The Austro-Prussia War should be concisely assessed but not narrated. If only this war is included 8 will not be reached unless there is some comment about the reasons for Prussian success. An answer structured on Prussia's economic strength, Bismarck's policies and Austria's problems, would, with depth and detail score 14 to 16 and higher.

7. **Napoleon III said, 'Some people say the Empire means war; personally I say the Empire means peace'. How far do you agree with Napoleon III's statement?**

Narrative answers would probably score 8 to 10 marks, and those with explanation and comment 11 to 13 marks. Analytical answers, if full 14 to 16+ marks. The wording of the question should direct candidates to say if they believe that Europe did fear an aggressive French Empire under Napoleon III, and if Napoleon genuinely wanted peace, even though he was involved in various wars, *e.g.* in the Crimea, Italy, Mexico and against Prussia. This should result in an analytical discussion of Napoleon's aims and policies, as well as the European powers reactions to them. There is much scope for selection, thoughtful discussion and different interpretations for the high mark bands

8. Explain the domestic policies of Gladstone and Disraeli in Britain between 1868 and 1880 and assess their importance for Britain.

Gladstone's policies could include military, educational, legal, social and political reforms, and Disraeli's political, constitutional and social measures.

The significance of Gladstone's attack on unjustified privilege and opening up opportunities for self-improvement could be explained. Disraeli's reforms might be seen as a continuity of Liberal legislation or more paternalistic. Assessment of reforms might well point out the limited nature of the reforms, as well as their modernising effects. Candidates are not asked to compare and contrast, but might score well, 14 to 16+ marks, if they do. General essays with no details of the specific acts *etc.* would have difficulty in reaching 8 marks. If only Gladstone or Disraeli is tackled, mark out of 12.

9. Examine the role of Russia in the Eastern Question between 1850 and 1878 and assess the success of Russia's policies in this area during this period.

A satisfactory answer, 8 to 10 or even 11 to 13 marks, might examine Russia's role in the Crimean War and the Russo-Turkish conflict of 1877-1878, but for the higher bands the answer should consider clearly Russian motives in the Near East. An assessment of her success or otherwise should be placed in the context of international rivalry in the region. Considering the coalition of interests against her, any advance by Russia might be seen as a success (*e.g.* working free of the Black Sea clauses in 1871 as well as the territorial gains of 1878). Answers which do analyse and assess Russia in her full European context would probably score 14 to 16 marks or higher, as long as the factual base is full and accurate.

10. Analyse the aims, successes and failures of Bismarck's domestic policies 1871 to 1890.

Candidates usually prefer Bismarck's foreign policy - but there is ample scope for accurate detail and assessment here. Bismarck's problems within the newly proclaimed German Empire included its constitution, political parties - Liberals and Socialists, relations with the Emperor, social and working conditions, and especially the Kulturkampf. 'Analyse' demands a judgement on aims, successes and failures, as well as noting the actual developments of his policies, the position of the Church, growth of Liberalism, the Centre Party, growth of socialism and the social programme, plus the effects these had for example, on Bismarck and his position, on Germany and even on Europe. A chronological narrative might, with assessment, reach 11 to 13 marks, and answers which contain real depth and detail 14 to 16 marks and higher.

- 11. Explain the nature and assess the importance of the development of *either* industry or transport in *one* nineteenth century European country.**

Candidates are required to explain how **either** transport or industry developed in **one** European country in the nineteenth century and show how this development affected the country. This is an opportunity for them to use the social and economic history of their own country. There must be specific detail for 8 to 10 answers and real focus on importance for 14 to 16 marks and higher. Unsubstantiated generalisation will not reach 8 marks.

- 12. In what ways, and for what reasons, was there an increase of *either* education or the franchise [right to vote] in one or more European countries during the nineteenth century?**

Again candidates could utilise their own heritage, but factual data relating to the increase of **either** education or the franchise in one or more European countries must be given and the reasons for the increase assessed. Examples can of course be used from many areas, but vague general essays will not score well, probably not reaching 8 marks. Narrative or descriptive answers will probably score 8 to 10 marks, and with interspersed assessment 11 to 13 marks. Structure, analysis and satisfactory specific details are needed for higher marks.

- 13. Why was the Dual Monarchy of Austria/Hungary important in European history between 1867 and 1918?**

The Dual monarchy of Austria-Hungary came into existence in the Ausgleich (compromise) of 1867, after the Austro-Prussian War, and ended with the First World War. The Treaties of St Germain and Trianon of 1919-1920 recognised formally its break-up. The part played could include entry into Dreikaiserbund; relations with Germany and Russia; the Eastern Question and Balkan policies; the First World War. Essays which only describe the causes/outbreak of war in 1914 cannot reach 8 marks, those which recount the entire time span and give some comment on importance might score 8 to 10 or 11 to 13 marks depending on coverage and structure. Focused analytical responses will score 14 to 16+ marks.

- 14. Assess the political developments in *one* Scandinavian country in *either* the nineteenth century or the twentieth century.**

Candidates need to explain what political developments took place in one Scandinavian country, the causes and effects of the developments and their importance. This is an opportunity for Scandinavian candidates to use knowledge of their own country. Those whose assessment is sound, clear and focused, used with specific detail, will score 14 to 16 and higher.

15. Analyse the part played by the failure of Tsardom in causing the February/March Revolution in Russia in 1917.

Candidates may go back to the failure of Alexander II's reforms (the question on Russian foreign policy ends in 1878) but little credit will be given for his reign. Emphasis should be on the period after 1881 and especially the reign of Nicholas II (1894-1917) with the work of Witte and Stolypin, the 1905 Revolution, the October manifesto and the Dumas. Some may point out reforms and improvements - nullified by the outbreak and disasters of the First World War.

Those who do focus on the early twentieth century and the failure of Nicholas II to learn lessons from the 1905 Revolution should do well, 11 to 13 marks perhaps with chronological and informed comment; 14 to 16 marks if more structured and analytical, but perhaps even higher marks will be obtained by those who also see that factors other than the failure of Tsardom, or even the war, led to a revolutionary situation.

16. 'In 1914 Europe arrived at a point when every country was afraid of the present and Germany was afraid of the future.' What do you understand by this comment and how far do you agree with it?

All IB candidates seem to want to answer questions on the causes of the First World War. Here is one that will require thought and planning. Why - indeed is it true to say that all countries were afraid of Germany by or in 1914, and why, if at all, was Germany afraid for the future? Alliances, diplomacy, rivalries, nationalism, militarism, economics, imperialism - any of these could be discussed. An unfocused 'causes of the First World War' essay would not score well - perhaps some might reach 8 marks - but intelligent, thoughtful answers focused on the comment, as well as thought provoking ones, will score 14 to 16 marks and higher.

17. Compare and contrast the economic aims and policies of Lenin (1917 to 1924) and Stalin (1928 to 1941).

No doubt comparison will be made with war communism and five year plans, heavy industry, collectivisation, and contrast with New Economic Policy and Stalin's educational and health developments. A comparative structure will probably score more highly, perhaps 14 to 16+ marks depending on full accurate details and sound judgement, with end on accounts with linkage 8 to 10 or 11 to 13 marks if well linked and supported. If only Lenin or Stalin is addressed 8 marks cannot be reached. Dates are given to guide candidates to the relevant years.

18. How and why was Hitler able to become dictator of Germany?

Another favourite topic and no doubt many stock 'rise of Hitler' answers will be presented which will probably gain 8 to 10 marks, and 11 to 13 marks with some assessment. Depth and details must be present for higher marks, with perhaps accurate material on Weimar, Nazi organisation and especially events and political manoeuvres of the early thirties. To enable all candidates to use what they know, be flexible with the finishing date, and reward those 14 to 16+ marks who make it clear and argue well, their stated time when they consider Hitler was established as dictator. Reward also those who point out weaknesses in Hitler's position.

19. Why was the League of Nations ignored in the pre-war crises of 1938-1939?

An opportunity to present material and views on the circumstances surrounding the foundation of the League of Nations and its inherent weaknesses, its failures, and the actions of states in the inter-war period. This is a European paper so the emphasis must be European. Also the previous question was focused on Hitler, and his rise to dictatorship which is not relevant for this question, though his later aggressive actions, as well as those of Mussolini would be. However, focus throughout must be on the League. A descriptive account of the League might be worth 8 to 10 marks, its problems in the years preceding those in question 11 to 13 marks with some assessment, and higher grades for answers which link and analyse the points noted above.

20. With what justification can the term 'total war' be applied to the Second World War?

Obviously as this a European paper, arguments must be from Europe, but no specific number of countries is stated. Examples and evidence should be given as appropriate. Candidates should be able to identify the elements necessary for 'total war' - where all available weapons and resources are employed, finance and industry geared to it, all citizens affected - in and out of the armed forces, and fighting over large geographical areas, and apply these to the Second World War. Vague unspecified data will not score well perhaps 8 marks, and essays which address some of the noted points above, could go to 11 to 13 marks, but accurate assigned data for evidence of the many facets of total war will reach 14 to 16 and higher.

21. Compare and contrast political and economic developments under Adenauer in Germany and de Gaulle in France.

Adenauer was Federal Chancellor of West Germany 1949-1963. De Gaulle as well as ten weeks in 1945 was President of France 1958-1969. Both men were strong leaders, took office in times of crisis, believed in Franco-German co-operation, sought some co-operation with USSR and achieved economic progress. Adenauer was more successful economically, more friendly with the USA and joined NATO. De Gaulle followed more controversial policies at home and abroad and left NATO. A comparative structured essay based on accurate specific factual material and sound judgement would probably score 14 to 16 and higher with evidence of a high level of conceptual ability or other advanced skills. End-on accounts could score 8 to 10 or 11 to 13 marks depending on the quality of linkage. If only Adenauer or de Gaulle is tackled, 8 marks cannot be reached.

22. **How, why, and with what success did Tito follow independent policies in Yugoslavia between 1945 and 1980?**

Tito a Communist partisan finished the Second World War as head of the new federal government in Yugoslavia, and become president in 1953. He sought to establish a unique form of socialism permitting workers self-government, and as much decentralisation as possible within a one party system. His unorthodox communism, refusal to follow USSR's line, proclamation of 'positive neutrality' and criticism of Soviet actions in Hungary in 1956 and Czechoslovakia in 1968 showed his independence. He was able to do this because of Western attitudes, his strength at home and USSR's problems. A clear focus on the 'why' aspect could lift the answer into 14 to 16 and higher and those who are aware of all the tensions, problems, *etc.* in the Yugoslavian situation could reach the top bands.

23. **'Politically Khrushchev brought new hope to the USSR and to Europe, economically he was a disaster.' How justified is this comment of Khrushchev as leader of the Soviet Union, 1953 to 1964?**

For the political aspect this question demands treatment of Khrushchev's de-Stalinization, movements towards liberalisation and détente, with some examples of liberalisation in support of the quotation, but there should also be disagreement especially with the Cuban missile crisis, Hungary and Berlin. These showed Khrushchev's continuation of Cold War policies. Candidates need to assess the reasons for his changes of direction. The economic issue will probably be shorter and less controversial; his 'virgin land' scheme was a disaster. It could be said in mitigation that he was badly served by his officials and farm worker wages doubled. Factual answers with comments could score up to 11 to 13 marks, but demand analysis for 14 to 16 and higher.

24. **Explain in what ways, and to what extent *either* Spain *or* Portugal moved away from dictatorship in the 1970s.**

Pure description is unlikely to be satisfactory: *e.g.* only with comment will it reach 8 to 10 marks, reward an answer that establishes context to explain developments, and specific factual details are necessary for 11 to 13 marks and an acceptable level of assessment as to what extent, for 14 to 16 and higher.

Spain - analysis might stop in 1975, but a fuller analysis would include the 1977 elections. The death of Franco, attitude of the new king and general European situation should all be considered.

Portugal - analysis might stop in 1974, but the 1976 elections could also be seen as the true transition to democracy. Factors for consideration should include the colonial wars, corruption and backwardness, the death of Salazar.

- 25. Assess the importance of the changes in *either* the media *or* working conditions and patterns, in twentieth century Europe.**

Candidates should show knowledge of changes in **either** the media **or** working conditions and patterns in the twentieth century, then assess their importance for Europe as a whole, or for one or more specific countries, using detailed examples. An answer which contains no specific evidence is unlikely to reach 8 marks, one which describes the changes and comments on their importance would score 8 to 10 and 11 to 13 marks when the comments could be classed as assessment. Essays which are selective, structured, backed by adequate relevant detail and focused on importance will score 14 to 16 and higher.
