



MARKSCHEME

November 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 notes must be read in conjunction with the current mark bands.

1. **How far do you agree with the statement that “the ineptitude of Louis XVI was directly responsible for the overthrow of the French monarchy in 1792”?**

Some candidates might only consider the king's actions between 1789 and 1792 - the calling of the Estates-General to the flight to Varennes, together with Louis' defence of the clerical interest, but better answers will include the king's actions before 1789 and why he took those actions, and other factors after 1789 that helped to decide the fate of the monarchy, *e.g.* the war, and the rise of the Girondins. Candidates should focus on the question and not write a general essay on the causes of the French Revolution. This type of response will not achieve more than [7 marks]. A narrative of Louis' mistakes implying that they led to his death could reach [8 to 10 marks]. For [11 to 13 marks] more details of the king's ineptitude, assessment of it or other factors should be included. Award [14 to 16+ marks] for a structured, balanced and analytical response.

2. **What were the causes and consequences of the Napoleonic Wars (1792-1815) upon France and Europe in the period up to 1830?**

Causes could include the continuation of the Revolutionary Wars and Napoleon's aims, wishes and ambitions. Results should consider the effects upon France, both beneficial and detrimental *e.g.* expansion of the empire and 'la gloire' but depletion of resources. The aftermath of the wars was important both to France and Europe, European diplomacy, reaction and coalitions, the First Treaty of Paris and the Congress of Vienna could all meaningfully be included. Award [8 to 10 marks] for narrative of causes and results, [11 to 13 marks] if some assessment is included, and [14 to 16+ marks] for good balance and analysis.

3. **For what reasons, and with what justification, is the period between 1815-1848 known as 'The Age of Metternich'?**

Candidates could include material on both Europe and Austria. They should note Metternich's influence from the Congress of Vienna, through the Congress System, including the Karlsbad Decrees and the Troppau Protocol. His conservative approach and detestation of liberalism and nationalism should be mentioned. Better candidates would include his disagreements with Francis I to indicate that Metternich also had limitations and argue that, while he was a major influence on European affairs, there were other factors in Europe and Austria that would modify the statement. Award [8 to 10 marks] for a descriptive account of Metternich with implicit justification. For [11 to 13 marks] descriptive accounts should contain explicit justification. [14 to 16+ marks] will be awarded for answers which are structured and contain analytical argument.

4. Why did Louis Philippe replace Charles X as the French King in 1830?

There should be two focuses. Firstly the failures of Charles X: his personality; links with the Ultras; his religious policy; and the Four Ordinances should be discussed. Secondly, the reasons for choice of Louis Philippe: his attitude to the French Revolution; royal links; desire to avoid a republic amongst the middle class should be included. The 1830 Revolution is also important and an answer focusing in depth on 1830, with analysis of personalities and events, could score *[8 to 10 marks]*. For *[11 to 13 marks]* candidates will probably place more emphasis on Charles' failings, the supposed 'virtues' of Louis Philippe and the nature of the Revolution. For *[14 to 16+ marks]* candidates must have well-structured essays which analyse the reasons for 1830.

5. In what ways, and for what reasons, were the policies of Palmerston and Disraeli towards the Eastern Question similar and different?

Candidates should first define the Eastern Question and then note that both Palmerston (Foreign Secretary 1830-1840 and 1846-1851, Prime Minister 1855-1858) and Disraeli (Prime Minister 1874-1880) were primarily interested in foreign affairs. They were concerned about Russian activities in the area, and took part in conferences and diplomacy. Palmerston was an aggressive patriot and took part in the Crimea War. Disraeli linked the Eastern Question to his imperial ambitions and played an important part in the Congress of Berlin. The question has four parts and to achieve *[14 to 16+ marks]* all of these should be included. For *[8 to 10 marks]* answers will probably narrate the policies of both and imply similarities and differences. *[11 to 13 marks]* will be obtained by those who at least implicitly answer all the demands.

6. Why were so many people in France prepared to vote for Louis Napoleon in 1848 but accept his coup d'état in 1851?

Candidates should deal with the causes and course of the 1848 Revolution in France. Reactionary forces and politicians such as Thiers helped Louis Napoleon to rise to power. He was supported by Royalists, the clergy, the army, the working class and by moderates. The December election gave him almost 5½ million votes. His foreign policy in Italy further strengthened his support. The 1851 coup d'état was not bloodless and Louis Napoleon suppressed his opponents. Generally, however, a firm but stable government was desired and there was little large scale opposition to his coup d'état despite some socialist and republican sentiment in France. Both parts of the question must be dealt with to receive *[14+ marks]*. This question requires detailed knowledge of the events within France and superficial accounts should not receive above *[7 marks]*. For *[8 to 10 marks]* answers will tend to narrate. *[11 to 13 marks]* will be awarded to more detailed and explicit answers. For *[14 to 16+ marks]* answers must contain depth of detail and analysis.

7. **'The involvement of foreign powers was of crucial importance to the unification of Italy.' How far do you agree with this statement?**

This will probably be a popular question. There is a vast amount of material which may be included: the residues of 1815 and 1848; Piedmont in the Crimean War; Plombières; British interests in the Mediterranean; Prussia and its rivalry with Austria; Bismarck and the Austro/Franco Prussian Wars. Candidates should also discuss the influence of Pius IX, Mazzini, Cavour, Garibaldi, Victor Emmanuel and Napoleon III. For [8 to 10 marks] answers will be narrative but must include 'foreign powers'. [11 to 13 marks] will be awarded on essays that focus more on foreign powers. For [14 to 16+ marks] candidates must also assess 'crucial importance' and from that other important factors.

8. **It has been claimed that Germany was united 'more by coal and iron than by blood and iron'. How far do you agree that economic power contributed more to the unification of Germany than did the military victories of the 1860s?**

Look for an explanation of the basis of economic power in the context of German unification - Prussian economic strength. To evaluate the claim, the links between economies and the process of unification should be considered. Candidates could analyse the importance of the wars of unification and the role of the Bismarck. Better answers will establish connections between the various factors and show that unification was unlikely to succeed without both economic strength and military power. Candidates will need to include Germany's economic strength before Bismarck's policies to receive high marks. Award [8 to 10 marks] for those who describe the economic strength and the war. [11 to 13 marks] will be awarded for answers with better balance and linkage. Give [14 to 16+ marks] for focused structured arguments that reach a well supported conclusion.

9. **In what ways, and for what reasons, did Alexander II attempt to reform Russia between 1855 and 1866?**

Candidates should take note of the years in question, which ends in 1866 although most answers will probably add a conclusion on the so-called 'period of reaction.' Candidates should demonstrate the ability to be able to analyse Alexander's aims and motives for reform which were pragmatic to save Tsardom, and humanitarian to help his people. Reforms included the emancipation of the serfs, education, the judiciary, local government *etc.* The use of the word attempt should encourage comment and assessment. Ensure that both parts of the question are dealt with balanced analysis for [14 to 16+ marks]. For [8 to 10 marks] candidates will probably describe the reforms and imply the reasons. Answers of [11 to 13 marks] will be explicit on the reasons and reasonably full about the reforms. Ensure that both parts of the question are dealt with balanced analysis for [14 to 16+ marks].

10. **"The rapid growth of towns and cities in nineteenth century Europe resulted in more problems that it solved". How far do you agree with this statement? (You may choose to confine your answer to one country.)**

Candidates could identify factors behind urban growth, including population growth, agricultural failure due to natural disasters, and (often) the reasons for industrialisation. Problems of unemployment, political and social discontent, poor amenities and concerns for public health should be explained. Give credit for specific examples and answers which avoid sweeping generalisations. [8 to 10 marks] may be descriptive and give few named examples. [11 to 13 marks] will be awarded to answers that are more specific and at least consider the quotation. For [14 to 16+ marks] candidates must focus on the quotation and support their views with evidence.

11. Why was *either* Romanticism *or* scientific development so appealing to nineteenth century Europeans?

An open-ended question but one which requires specific knowledge to be answered effectively. Medicine, transport and communications could all be included under science. Romanticism, with its emphases upon individualism, influenced the nationalist and liberal movements. It also effected religious thought. Hugo, Byron, Chopin, Heine amongst others may be used as supporting evidence. Reward linkage supported by evidence, but this is unlikely to be a popular question. For [8 to 10 marks] answers will probably be descriptive. For [11 to 13 marks] answers will also address 'appealing'. For [14 to 16+ marks] answers will probably be structured and at the top of the range show some originality of thought.

12. Assess how successfully the tsarist government dealt with the needs and demands of the Russian people between 1881 and 1917.

Candidates should define what they understand by 'the Russian people,' as this is crucial to their answer. Definitions should include more than serfs and could include, in the later stages, the Bolsheviks and Mensheviks; the army; and the working and middle classes. Better candidates will include failures of foreign policy and there is ample evidence to indicate that the government was not meeting the needs of its people with the growth of the Anarchist movement; the 1905 and 1917 Revolutions; and the discontent in the military. This is a complicated question so look for a clear line of argument and well selected evidence to support the answer. Candidates should clearly identify what they understand by 'needs and demands' and this, supported with relevant examples should result in [14 to 16+ marks]. [8 to 10 marks] could be awarded to answers which largely narrative policies and events 1881-1917, but infer needs and demands. For [11 to 13 marks] answers will focus more explicitly on needs and demands although they may also contain narrative or descriptive material.

13. Assess the social and economic effects of World War One on any *two* European countries you have studied (excluding Russia).

A fairly open-ended question allowing plenty of choice, but there must be a cause/effect relationship made between the War and any social and economic consequences which are included in the answer. Weaker candidates may try to turn this into a 'rise of Mussolini or Hitler' essay, or will argue that the Great Depression was a direct result of the war. Be careful in the allocation of marks to this type of response, they may not reach [7 marks]. For [8 to 10 marks] answers will probably be descriptive and include implicit effects. For [11 to 13 marks] candidates should address effects more successfully. [14 to 16+ marks] will be scored by those who address social and economic effects in two countries.

14. Examine the importance of left wing and right wing activities in *either* Weimar Germany *or* the Austrian Republic.

Candidates should outline the difficulty in establishing a sense of nationhood after World War One. This will be a popular question so expect candidates to include both ends of the political spectrum in their answer. Responses, which merely list events such as the Spartacist uprising or the Kapp and Hitler Putsch(s) in Germany, and the tension between the left and the clerical right or the Dollfuss assassination in Austria, should not receive high marks. The question calls for analysis rather than narrative and the candidates should deal with the whole time period. Narratives which are focused on only one side of the political spectrum could receive up to [12 marks] if comprehensively done. [8 to 10 marks] will be scored by accurate accounts with implicit importance. For [11 to 13 marks] answers will emphasize importance more clearly. To achieve [14 to 16+ marks] candidates must balance left and right activities and analyse their importance.

15. ‘Brutal and dictatorial though it was, the Soviet system was not totalitarian.’ How far do you agree with this assessment of the USSR under Stalin?

Candidates could define what constitutes a totalitarian form of government and then assess Stalin’s policies in light of this definition/explanation. Responses which include this will do well. Candidates frequently forget that Stalin was in power until 1953 so all aspects of his regime should be included, from 1928-1953. The question calls for assessment and evaluation rather than mere description so ensure that top grade candidates achieve this in their responses. Weaker scripts will merely enumerate the Purges and Show Trials and implicitly argue that these make Stalin brutal, dictatorial and totalitarian. There should be clear separation of Stalin’s policies to ensure that differences between dictatorial and totalitarian measures are included. Award [8 to 10 marks] for narrative accounts which include an implicit assessment of totalitarianism. Give [11 to 13 marks] with better focus and explicit assessment. Candidates should receive [14 to 16+ marks] for a structured answer with a well argued analytical case.

16. Compare and contrast the social and economic policies of Hitler and Mussolini up to the outbreak of the Second World War.

This will probably be an extremely popular question but, generally speaking, candidates have difficulty comparing and contrasting these dictators. There is usually a weakness in candidates’ knowledge of social and economic policies of Hitler and Mussolini. The question has provided candidates with a clear structure and framework. For [8 to 10 marks] answers will probably be end on accounts with some linkage. For [11 to 13 marks] answers may deal with both leaders separately but there would be linkage throughout. For [14 to 16+ marks] answers would have a comparative structure. If only Hitler or Mussolini is tackled [8 marks] cannot be reached.

17. In what ways did events in the 1930s make the peace-keeping role of the League of Nations more difficult.

A question which focuses on the foreign policies of the major powers between 1930 and 1939. Candidates should know the events well so there must be a clear linkage between these events and the peacekeeping role of the League for good marks. This is not a question about the causes of the Second World War and candidates should include coverage of countries other than Germany, Italy and Japan (in so far as it affected Europe). A mere listing of events without reference to the League of Nations will not receive more than *[7 marks]*. Some discussion of the nature of the League's machinery for the resolution of conflict will be needed to fully analyse the question. For *[8 to 10 marks]* answers will probably narrate the main problems and imply the League's failure. For *[11 to 13 marks]* answers will focus on the role and failure of the League. *[14 to 16+ marks]* answers will explain how and why the League failed to overcome the problems.

18. Why did a civil war break out in Spain in 1936?

Weaker candidates may only focus on the immediate events in 1936. Better candidates will realise that an analysis of long term causes is needed to explain the outbreak of the war. The collapse of the monarchy, anticlericalism, rural reform, conservatism, the polarisation of Spanish politics, and the Generals' uprisings are important. These factors are not generally well known by candidates and questions on the causes of the Spanish Civil War often lead to very general answers. Make sure that the candidates' responses are focused and analytical if they are to receive *[14 to 16+marks]*. Narrative plus some explanation could score *[11 to 13 marks]*, and a chronological account with implicit reasons *[8 to 10 marks]*.

19. Compare and contrast the impact of the Second World War upon any *two* Scandinavian countries.

Candidates should show accurate knowledge about how World War Two affected two countries in Scandinavia. Possible areas include the experience of Nazi occupation in Denmark and Norway, the nature of Swedish neutrality, the links between the European war, and Finland's relations with Soviet Russia. A comparison is asked for, so ensure that candidates should discuss two countries in a comparative manner. Responses which do this successfully should receive *[14 to 16+ marks]*. If only one country is included award a maximum of *[7 marks]*. End on accounts with weak linkage might score *[8 to 10 marks]*, and with a running comparison *[11 to 13 marks]*.

20. How important was naval strategy in deciding the outcome of the Second World War in Europe?

Candidate should know about the Battle of the Atlantic although knowledge about the Mediterranean theatre and the Arctic convoys would develop the answer. The importance of these campaigns to the broader course of the war should be indicated (e.g. links with North Africa/Italy/D-Day). Better answers will be able to make some comparison between the importance of naval strategy and other forms of warfare, i.e. in the air and on land. Well-reasoned arguments should be rewarded with [14 to 16+ marks] when supported by sufficient evidence. [11 to 13 marks] could be awarded to those who recount some naval strategy and give explicit reasons why they were important. For [8 to 10 marks] answers will probably be mainly narrative with implicit focus on importance for the outcome.

21. Compare and contrast the impact of Soviet domination upon any two countries in Eastern Europe between 1945 and 1970.

Poland, Czechoslovakia and Hungary could all be popular choices (not Yugoslavia). The question asks for a comparison so a narrative end on account with some linkage would receive [8 to 10 marks] and with better linkage [11 to 13 marks]. Look for detail on how Soviet dominance was established and how dissent was treated, as well as comments about the economic, political and social results of this dominance. A comparative structure on these lines would score [14 to 16+ marks]. If only one country is covered [7 marks] must be awarded.

22. How successful were moves towards economic co-operation in Western Europe between 1955 and 1973?

Expect a focus upon the EEC from the Messina Conference to its expansion to nine members. To achieve a good mark, analysis of the success or otherwise of this progress must be made. Also look for mention of the E.F.T.A. and other attempts at co-operation. [8 to 10 marks] answers would probably be narrative with implicit success. For [11 to 13 marks] essays should have better focus on successful economic co-operation, and [14 to 16+ marks] answers would analyse and balance success and failure.

23. Assess the impact of Mikhail Gorbachev on both the Soviet Union and Europe between 1985 and 1990.

Candidates will generally be aware of Gorbachev's policies of glasnost and perestroika but may not know the details of their efforts on the Soviet Union and Europe. The era of stagnation (zastoi) led to changes in the economic system, the economic breakdown of October 1989 - May 1990, and the break-up of the Soviet Union. Foreign policies must cover Reykjavik (1986) and Washington (1987), the collapse of Communist control in the former Warsaw Pact countries, the ending of the Cold War, and the reunification of Germany. [8 to 10 marks] could be awarded to an account of Gorbachev's policies on USSR and Europe, with implicit impact. For [11 to 13 marks] answers must have an explicit focus on impact and [14 to 16+ marks] should be awarded for essays which have a thorough and balanced assessment in both areas.

- 24. By referring to any *two* European countries you have studied, evaluate the extent to which pressure groups have met with success in the period after 1945.**

This is a wide-open question and candidates are free to choose appropriate pressure groups. Two countries must be covered and there must be evaluation to receive more than *[11 to 13 marks]*. If only one country is selected award up to *[12 marks]*. Be wary of weaker candidates who attempt this question with insufficient knowledge. Responses such as these will not receive more than *[7 marks]*.

- 25. In what ways could it be argued that ‘Europe underwent a social revolution’ after the Second World War?**

This question focuses specifically on Hobsbawm’s arguments that a social revolution has occurred due to the decline of the peasantry, an increase in the need for educational qualifications, a change in the role of women, a decline in the importance of the working-class, changes in attitudes towards marriage, changes in immigration policies, and a revolution in youth culture. However there are many ways of attempting the question and not all will be aware of Hobsbawm! A descriptive account with implicit reference to a social revolution might score *[8 to 10 marks]*, and *[11 to 13 marks]* with a more explicit focus. For *[14 to 19+ marks]* answers will focus directly on social revolution and analyse changes and lack of change.
