

Markscheme

November 2021

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. Evaluate the effectiveness of Henry II's policies in England and Ireland.

The question requires that candidates make an appraisal of the effectiveness of Henry II's policies. Candidates may outline the issues that Henry was trying to resolve; these could include the reassertion of royal authority and later to improve the legal system and administration of England. There may be some evaluation of his conflict with the Church. In Ireland his aim was to extend English control to provide an inheritance for John; strong Royal power was established in the east although some native kings remained. In England, he succeeded in controlling the barons, demolishing unlicensed castles and building new royal castles. His justiciars and sheriffs extended his control of law and order in England and he was very successful in restoring royal finances. He was less successful in controlling the Church after Becket's murder: he had to concede on the legal notion of "benefit of clergy". However, he did keep significant control of Church appointments. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. Evaluate the success of Richard I and John against the French in Normandy.

The question requires that candidates make an appraisal of the relative success of both kings against the French. Both were trying to maintain Angevin power in the Duchy of Normandy. There may be some evaluation of methods used, such as Richard fighting a war of attrition and securing regained territory by building fortresses such as Chateau Gaillard. He also used diplomacy to gain allies such as the Count of Flanders. By the time of his death, he had regained most of the territory that had been lost to France. However, it could be argued that he did not regain all of the territory and Phillip's military threat remained strong. Initially, John was able to come to terms with Phillip and accepted his conquest of the Evrechin. However, John's subsequent actions, such as his marriage to Isabella of Angouleme, led to renewed conflict. His treatment of Arthur of Brittany destroyed the alliance with Flanders. His misrule in the Duchy and the cost of war alienated the Norman barons. After the battle of Bouvines in 1214, Angevin power in Normandy was destroyed. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

3. To what extent did Christian doctrine and teaching contribute to the growth of anti-Muslim hostility?

The question requires that candidates consider the merits or otherwise of the suggestion that Christian doctrine and teaching contributed to the growth of anti-Muslim hostility. Candidates may refer to the growing hostility noticeable during the Crusades in many letters, comments and polemical texts produced by the Church that described Muslims as heretics, as divine punishment and/or as the enemies of the Christian world. The intellectual activity in universities also involved discussions of the Quran to show what the Christian considered errors and tricks. Candidates may also consider the teaching activities of priests and monks who spread those ideas in different European cities. Candidates may challenge the question, arguing that Christian doctrine and teachings did not reach a majority of the population. They may also argue that the Crusades and the desire to gain power and resources were the main reasons for the hostility, not necessarily Christian doctrine. Candidates may point out that many Christian and Muslim communities coexisted for a long time and many Christian kings established diplomatic relations with Muslim authorities regardless of the Church's complaints. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. Evaluate the impact of the persecution of Jews on intellectual and cultural life.

The question requires that candidates make an appraisal of the impact of the persecution of Jews on intellectual and cultural life. Candidates may refer to the consequences the persecution had in the life of many Christian courts, where some Jewish ambassadors, physicians, astronomers, writers and musicians were expelled. Candidates may also highlight that due to the persecution many Christian kingdoms lost Jewish accountants and tax collectors who worked for the crown, offering their knowledge in mathematics. The persecution of Jews also provoked the expulsion of multilingual people required to translate the ancient works and those from the Arabic world. Other factors may be addressed, for example the fact that the persecution especially targeted rabbis, philosophers and writers, leaving the Jewish communities without their intellectual guides. Candidates may argue that impact was limited, as the policies against Jewish communities were not always applied consistently. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

5. “Richard II was deposed in 1399 because of his poor governance.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that Richard II was deposed because of his poor governance. There may be reference to his mistakes such as the imposition of the Poll Tax (arguably he was still a minor at this point); his levelling of arbitrary fines; the redrafting of royal charters to increase his power was also unpopular. His reliance on favourites such as de Vere and his exaggerated view of the extent of his power caused discontent with the barons and Parliament. By 1386/87, there were attempts to remove his favourites such as de la Pole by the Lords Appellant, however, by 1389 Richard had reassumed control of the government. Subsequently his harsh treatment of the Lords Appellant with the deaths of Gloucester and Arundel and the exiling of Bolingbroke undermined support amongst the magnates. His seizure of the Lancastrian inheritance in 1399 led to Bolingbroke's return with a small army. There is much evidence to support the statement, but it could also be argued that his failure in Ireland was the key factor that weakened his hold on the throne and contributed to Bolingbroke's success. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. To what extent was diplomacy the main reason why Louis XI was able to extend French power?

The question requires that candidates offer a considered and balanced review of the reasons why Louis XI was able to extend French power. To agree with the statement, it could be argued that Louis XI used diplomacy to isolate Charles the Bold from England (Treaty of Picquiny 1475) and to regain territory on the Somme (Treaty of Arras). Some candidates may argue that it was the strong centralized government established by Louis XI that reduced Burgundian influence in France, and Burgundian military failure (like the siege of Beauvais) also contributed to the extension of French power. Chance was also a factor in that the death of Charles the Bold at Nancy and Mary's marriage to Maximilian led to Burgundy turning towards the Habsburgs and losing interest in France. Candidates might challenge the statement to some extent by arguing that in fact it was a combination of all the above factors that enabled the French to withstand Burgundian influence and eventually extend French power in border territories. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 4: The Renaissance (c1400–1600)

7. “Lorenzo de’ Medici was the most significant patron of the arts in 15th-century Italy.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement with respect to the patronage of Lorenzo de’ Medici. To agree with the statement, responses may refer to the “Golden Age of Lorenzo” and make specific reference to artists he patronized like da Vinci, Michelangelo, Botticelli. He was also an important patron of literature, expanding the Medici library established by his father. He supported the development of Humanism, supporting many scholars in this area. His funding of many public projects also enhanced his reputation as a Renaissance man. Candidates may also argue that Ludovico Sforza, who was a patron of da Vinci and others such as Donato Bramante, was also significant. Sforza supported the completion of Milan Cathedral and the universities of both Milan and Pavia, making Milan an important intellectual centre. There may also be some discussion of papal patronage and patronage in other Italian cities such as Venice and Ferrara. Some candidates may also point out that recently, historians have argued that the importance of Lorenzo de’ Medici has been overstated. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. “Trade was the most important factor in the development of the Northern Renaissance in Burgundy and Germany.” Discuss.

The question requires that candidates offer a considered and balanced review of the importance of trade in the development of the Northern Renaissance. To agree with the statement, it may be argued that trade between Italy and Northern Europe was the main means of disseminating ideas that emerged in Italy. There may also be discussion of the concept of cultural exchange. However, with regard to the Northern Renaissance some may argue that the Reformation and the weakening of feudalism were particularly important in the spread and acceptance of new ideas. This could be supported by referring to the fact that the Reformation led to major developments in art with the decline of religious paintings and the emergence of secular paintings and landscapes. There may also be some discussion of the increasing availability of books which helped spread understanding of ideas such as Humanism, as well as the importance of key thinkers such as Erasmus. Some may reach the conclusion that it was a combination of factors that stimulated the emergence of the Northern Renaissance and that no single factor was dominant. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

9. “The quest for knowledge was the main motive for exploration in the 15th century.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the quest for knowledge was the main motive for exploration in the 15th century. Candidates may support the statement, arguing that some of the most important explorers were interested in collecting knowledge about lands, flora and fauna, and peoples living far away from Europe. Candidates may also discuss that many voyages of exploration were to establish, or not, the existence of a number of legendary places. Candidates may challenge the statement, stating that the search for luxury items such as silk and cotton, spices, jewellery and oriental goods was the main motive for the exploration. The need for food, raw materials and territory for an increasing population could be also considered as a motive. Candidates may also argue that exploration was triggered by political and economic competition among European kingdoms and/or the technological and scientific advances in navigation. Candidates may also highlight that other factors could have played a significant role as a motive for the exploration, such as the desire to spread Christian beliefs. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. Examine the impact of the Treaty of Tordesillas (1494) in reducing political conflicts in Europe.

The question requires that candidates consider the interrelationship between the Treaty of Tordesillas and political conflicts in Europe. Candidates may state that the Treaty of Tordesillas divided the newly discovered lands into distinct spheres of influence for each kingdom, enabling a clear partition. Candidates may also point out that the treaty helped to amend a series of Papal bulls that dissatisfied Portugal, thus improving its position and reducing conflict with Spain. However, candidates may argue that since the exploration continued the Treaty of Tordesillas had limited effect. Candidates may also refer to the fact that other European powers did not accept the treaty and pursued their own voyages of exploration and conquest, causing new disagreements. Candidates may also state that the Treaty of Tordesillas was not enough to stop the conflicts since new treaties, like the Treaty of Saragossa (1529), were needed. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 6: Aspects of the Reformation (c1500–1563)

11. Examine the role played by Frederick the Wise in the spread of Lutheran ideas in Germany.

The question requires that candidates consider the interrelationship between the role played by Frederick the Wise and the spread of Lutheran ideas in Germany. Candidates may examine the close relationship Frederick had with Luther as he protected him from the Pope and the Emperor. He took Luther into custody at Wartburg Castle and refused to send him to Rome to be judged. Candidates may also point out that Frederick the Wise supported Luther to enable him to continue his intellectual work and the translation of the Bible. Frederick the Wise also allowed Luther to be heard before the Diet of Worms in 1521 where he explained his ideas. Candidates may address other relevant factors, for example that Frederick the Wise was the founder and protector of the University of Wittenberg, an important intellectual centre for the Reformation movement. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. Evaluate the effectiveness of the Roman Inquisition in support of the Counter Reformation.

The question requires that candidates make an appraisal of the effectiveness of the Roman Inquisition in support of the Counter Reformation. The Roman Inquisition was a system of tribunals developed by the Roman Catholic Church to prosecute those accused of crimes relating to religious doctrine or alternative religious beliefs. Candidates may evaluate its effectiveness in prosecuting heresy, Protestantism, sorcery, blasphemy, Judaism and witchcraft. Candidates may also discuss the effectiveness of the Roman Inquisition in the censorship of printed literature that promoted ideas hostile to the Church. Candidates may also evaluate the efficiency the tribunals of the Roman Inquisition had in geographical terms. They may consider the relations the Holy See established with different rulers, who allowed the Inquisition to act in their territories, in regions under papal jurisdiction and/or specially influenced by Rome such as Italy and Malta. Candidates may also measure the limited effectiveness the Roman Inquisition had in northern Europe where the spread of Protestantism was wider. Candidates may also argue that Roman Inquisition policies were more focused on pre-emptive control than punishment. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 7: Absolutism and Enlightenment (1650–1800)

- 13.** Compare and contrast the nature of the rule of **two** absolutist monarchs.

The question requires that candidates give an account of the similarities and differences in the rule of two absolutist monarchs; these can be contemporary absolutist monarchs from different countries, or they may choose to focus on two monarchs from a single country. When discussing the nature of their rule, areas to consider may be the extent to which these monarchs harshly treated potential critics or the extent to which they relied on the support of key institutions such as the Church to maintain their rule. There may also be reference to the extent to which the monarchs taxed their subjects in order to support extravagant lifestyles or to fund reforms. Depending on the chosen exemplars, there may be consideration of the use of the army to maintain control. Some candidates may discuss how absolutist monarchs used their power to modernize their state, for example Peter the Great, whereas others such as Louis XV did little to modernize France. There may or may not be a balance of similarities and differences. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 14.** Examine the impact of monarchical patronage on the Baroque movement.

The question requires that candidates examine the interrelationship between monarchical patronage and the Baroque movement which impacted many areas of the arts including architecture, art, music, dance. Some may argue that monarchical patronage was immensely important particularly for Baroque architecture, citing Louis XIV and Versailles, Frederick II's palace of Sans Souci, or in Russia the Peterhof and Winter Palace as classic examples of Baroque architecture. Monarchs also supported the making of furniture in the Baroque style as well as the manufacture of porcelain to furnish their palaces. Similarly, monarchs throughout Europe were important in supporting the careers of Baroque composers such as Bach, Handel and Purcell amongst others. However, some argue that in the case of architecture particularly, the Church was equally important. There may be reference to the large number of Baroque churches to be found throughout Italy from Venice (Santa Maria della Salute) to southern Italy (Palermo Cathedral). Similarly, in Spain the Church's response to the Reformation saw the building of churches in the Baroque style to inspire awe and devotion. Candidates' opinions or conclusions will be presented clearly and supported with appropriate evidence.

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

15. Discuss the reasons why France became a republic, with reference to the period 1789–1792.

The question requires that candidates offer a considered and balanced review of the key reasons that France became a republic by 1792. Candidates should consider the original demands of 1788/89 which were for reform of the monarchy and constitutional system. The National Assembly formed after the Tennis Court Oath was largely moderate. Some may discuss the importance of a radical populace, especially in Paris, where demands for an improved standard of living had led to the storming of the Bastille. The impact of the behaviour of Louis XVI could be discussed; he reluctantly signed the 1791 Constitution and the flight to Varennes increased support for Republicanism. Another factor increasing support for Republicanism was the emergence of radical groups, especially the Jacobins, whose support base were the *sans-culottes* of Paris. The continuing economic crisis and the unstable currency (the assignat) and fear of foreign invasion (Brunswick Manifesto) also increased support for a republic. The Jacobins staged a coup in August 1792 and a republic was declared in September 1792. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. “Napoleon I’s domestic policies had a significant impact on French society.” To what extent do you agree with this statement?

The question requires that candidates consider the merits of the statement suggesting that Napoleon I had a major impact on French society. Candidates may argue that he built on the Revolution and brought about significant administrative change in France; establishing the Bank of France and the *départements* system all contributed to a more stable society. Some might also argue that the Code Napoleon and the educational reforms (lycées) all had a major impact on society, removing the last remnants of the *Ancien Régime*. To disagree with the statement, it could be argued that the Code was patriarchal and that education reforms did little for the poor or women. With the formation of the Empire, a new elite was established with titles (many for members of his own family or his generals) and honours which mirrored the past. Arguably, the social structure in Napoleonic France was rather like the past but with a more effective central power. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 9: France (1815–1914)

17. “Napoleon III’s foreign policy was a complete failure.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement about the problems of Napoleon III’s foreign policy. Candidates may choose to discuss his foreign policy aims. These could include the overthrow of the Vienna Settlement, restoring France’s great power status, extending French territory in Europe and overseas and some military glory. It could be argued that he was quite successful in the 1850s, citing the Crimean War and Treaty of Paris, intervention in Italy and some expansion in the Middle East and Far East. However, some might argue that Italian unification alienated Austria and weakened French influence in the Mediterranean. Britain was also suspicious of France’s ambitions in the Middle East and Russia was angry over his support of Polish nationalism. The policies of the 1860s were more clearly unsuccessful; the Mexican adventure alienated Austria. France gained nothing from the Austro-Prussian War despite the Biarritz meeting. His ambitions in Europe (Luxemburg) alienated Britain. The declaration of war against Prussia led to the collapse of his empire. By 1870, France was isolated in Europe and the Vienna Settlement remained largely intact. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. Examine the reasons why the Third Republic was able to survive crises in the period 1871–1890.

The question requires that candidates examine the various crises and identify the key reasons why they were resolved. One key reason was the support of moderate politicians for a moderate republic. Thiers was willing to act ruthlessly to suppress the Commune: he moved the government to Versailles to protect it and sent in government troops. He also worked to prevent a restoration of the monarchy; this was prevented because Chambord refused to abandon the Bourbon flag. By 1875, the Wallon Amendment ensured that France remained a Republic. There were further right-wing threats, for example from the republic of Dukes, from Boulangism and after the Wilson Scandal. In each of these cases, the threat was resisted by unity between moderates and the left. Some may argue that the Republic survived because politically it was relatively stable, the same cohort of politicians made up the frequently changing governments who were able to resolve threats. It could also be argued that as a nation the population was largely conservative and wanted continuity and stability. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

19. “Social and economic factors were the main reasons for the growth of the Chartist movement.” Discuss.

The question requires that candidates offer a considered and balanced review of the various reasons for the growth of Chartism including social and economic factors. To agree with the statement candidates may examine the various phases of the growth of Chartism and argue that they coincided with economic problems and a decline in living standards. Candidates may discuss that unemployment was often an immediate cause for Chartist protests but there were also social factors such as appalling working conditions (Newport Rising) and anger at the impact of the 1834 Poor Law Amendment Act. The fact that Chartism declined in the 1850s as Britain became more prosperous and the positive impact of some of Peel's reforms could also support this opinion. Candidates may argue that political factors were more important during the first phase of Chartism as support grew because of disappointment with the 1832 Parliamentary Reform Act, as is reflected by the demands in the Charter. The collapse of Trade Unionism after the Tolpuddle Martyrs in 1834 and trial of union leaders in Glasgow 1837 meant that many trade unionists joined the Chartist movement, and this could be seen as a political factor. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. Evaluate the impact of social reforms on Victorian society c1840–c1900.

The question requires that candidates make an appraisal of the impact of various social reforms on Victorian society. Social reforms could include reforms to improve working conditions in various industries, education reforms and reforms that improved health and housing conditions. Candidates may evaluate key legislation when discussing the impact of reforms. These could include the various Mines and Factory Acts throughout the period, the Public Health Act 1848, Sanitation Act 1866, the Artisans Dwellings Act 1875 and two acts to deal with working class housing in 1890 and 1900. Various education acts could be evaluated; Forster's Act 1870, Sandon's in 1876 and Mundella's in 1880. Some may argue that social reforms led to a steady improvement in living and working conditions and better public health by 1900. There was sanitation and clean water supplies in urban areas. Most children attended elementary school and there was some improvement in working conditions. Others might argue that the impact was quite limited and that by 1900, 30% of the population were still living in poverty and poor housing. The Booth and Rowntree Reports support this evaluation. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

21. “Cavour’s political skills were the most significant factor in the establishment of the Kingdom of Italy by 1861.” Discuss.

The question requires that candidates offer a considered and balanced review of the importance of Cavour’s political skills in establishing the Kingdom of Italy. Candidates may discuss Cavour’s policies in Piedmont and how he diplomatically strengthened the state and gained allies (Pact of Plombières). He used his political skills to convince the Central Duchies to vote to join Piedmont. He realized that Piedmont would have to unite with Southern Italy and the Papal states to prevent a republic or foreign intervention to protect the Papacy. Candidates may argue that his willingness to do so when he would have possibly preferred a strong Northern Italian kingdom was significant in the formation of Kingdom of Italy. Others might argue that it was the actions of Garibaldi in Sicily and Naples that was the major factor in establishing the Kingdom of Italy. His successful expedition to Sicily and the threat to the Papal States caused Cavour and Victor Emmanuel to consider the idea of greater unification. It could be argued that Garibaldi abandoned his hope for a republic because of the opportunity to establish a unified Kingdom. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. To what extent did the establishment of the Zollverein lead to the decline of Austria and the rise of Prussia?

The question requires that candidates consider the merits or otherwise of the suggestion that the Zollverein led to the decline of Austria and rise of Prussia. To agree with the statement, candidates may refer to Prussian dominance in the Zollverein; this led to closer links with other German states and a reduction in Austrian influence. Prussia became the obvious leader for those nationalists wishing for a *Kleindeutschland*. To partially agree with the statement, candidates may argue that Austria was protectionist and unwilling to join the Zollverein, but also that internal problems within the empire, such as Italian and Hungarian nationalism, distracted Austria from the German Confederation. Candidates may state that Prussia was potentially stronger than Austria. Prussia had gained major resources because of the Vienna Settlement, whereas Austria had little industry and limited potential for industrial growth. It could also be argued that Prussia had been willing to accept Austrian influence in the Confederation, but that changed during the 1850s, as Bismarck became an advocate for *Kleindeutschland*. Candidates’ opinions or conclusions will be presented clearly and be supported by appropriate evidence.

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

23. To what extent had Russia's economy been modernized by 1914 under Alexander III and Nicholas II?

The question requires that candidates consider the merits or otherwise of the suggestion that Russia had a modern economy by 1914. Candidates may argue that both Tsars continued the process of economic modernization begun by Alexander II. There could be discussion of policies to expand industry (Witte and Stolypin), expand the railways and stabilize the currency. Attempts were made to increase agricultural production by such policies as the reduction of the Poll Tax and Stolypin's Agrarian Reforms, but production levels remained very low by 1914. When considering other areas, such as railways, candidates may point out that there was slow growth up to 1890 then rapid expansion, but Russia still lacked a system that covered the whole country. Russia was still behind other major powers in terms of production levels (steel production in 1910 was 3300 tons). Industries such as textiles (40% of industrial output) were important and industry relied heavily on foreign investment. Candidates may argue that while there was significant industrial growth, the economy remained unbalanced and reliant on a weak agricultural sector which was 70–80% of economic activity. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. "The causes of the October/November Revolution were the same as those of the February/March Revolution." Discuss.

Candidates will offer a considered and balanced review of the statement that the causes of the two 1917 revolutions were the same. To agree with the statement, responses should discuss similar causes, such as war weariness and continuing defeat; weak, ineffectual governments (comparing the Tsarist government with the Provisional Government); continuing economic crises and food shortages. Candidates may argue that the period between the two revolutions saw continued revolutionary unrest (July Days), with increasing support for revolutionary parties such as the Bolsheviks and the Socialist Revolutionaries (SRs). To partially challenge the statement, candidates may discuss the differing nature of the two revolutions, with February/March being a spontaneous revolution when various demonstrations and strikes coalesced (International Women's Day, Putilov Steelworks strike and food protests); whereas October/November was a planned seizure of power by the Bolsheviks. It could also be argued that the aims of the two revolutions were different in February/March when there was a demand for moderate reform and effective government; whereas in October/November increasing support for the Bolsheviks indicated a demand for more radical change. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

25. Examine the influence of German foreign policy on the major European powers between 1890 and 1908.

The question requires that candidates consider the interrelationship between German foreign policy and other European states. Major powers include Britain, France, Russia and Austria-Hungary. Candidates may examine how the change from Bismarck's foreign policy to one of *Weltpolitik* influenced other powers. Candidates may examine how the unpredictable nature of German policy in the 1890's drew Britain out of isolation (Kruger telegram, Naval Laws, colonialism) and into closer relations with France and Russia. German actions in Morocco strengthened this relationship. In the case of France, increased suspicion of Germany led to an alliance with Russia in 1894. France was also keen to seek agreement with Britain in 1904. In the case of Russia, the end of the Reinsurance Treaty led to the Dual Alliance. German support of Austria-Hungary in the Balkans drew Russia towards an alliance with Britain, as well as France. For Austria-Hungary, it could be argued that German support emboldened their Balkan policy (Bosnia 1908). Candidates may argue that a consequence of German foreign policy was that Europe was divided into two increasingly militarized blocs. Candidates' opinions or conclusions will be presented clearly and supported with appropriate evidence.

26. Examine the contribution of diplomatic failure in July 1914 to the outbreak of the First World War.

The question requires that candidates consider the interrelationship between diplomacy and the outbreak of war in 1914. Candidates may examine the events of 1914 and argue that diplomatic failure during the July Crisis led to war. Others may examine longer-term causes as well. There may be reference to the unpalatable Austrian ultimatum, the Blank Cheque and the telegrams between Kaiser Wilhelm II and Tsar Nicholas II. There may also be an examination of Britain's lack of clarity regarding the crisis, especially how far she would support France or keep promises to Belgium (Treaty of London). Other factors that led to war were the German desire for war before Russia had fully modernized her army. Candidates may refer to Austria also wanting a local war to weaken Serbia's position in the Balkans. Other relevant interrelationships may be considered, for example that the Russian General Staff wanted full mobilization, leading to German mobilization and the implementation of the Schlieffen Plan. It could also be argued that the broader context of the Alliance system made war very likely and that the assassination of Franz Ferdinand was the "spark" that led to war. Candidates' opinions or conclusions will be clearly presented and supported by appropriate evidence.

Section 14: Inter-war domestic developments in European states (1918–1939)

27. “The Weimar Republic was able to overcome threats to its survival between 1918 and 1923 because it had the support of the German people.” Discuss.

The question requires that candidates offer a considered and balanced review of the reasons why the Weimar Republic survived the crises of its first five years. Candidates may argue that the republic did not have popular support, as many Germans disliked the Treaty of Versailles, and that the crises were attempts to destroy the republic (the Spartacist Revolt, Kapp Putsch and Munich Putsch). These crises should be discussed with reference to how they were survived for indications of support. For example, the army was willing to protect the republic from left-wing revolution (and the *Freikorps* were used to crush the Spartacists). To agree with the statement, candidates may argue that electoral support for moderate Weimar parties was greater than support for left and right parties that wanted to destroy the republic. Other evidence of popular support could be the general strike in Berlin that ended the Kapp Putsch. Candidates may also argue that the Weimar Republic could ultimately rely on backing from the Allies who did not want either a left-wing revolution or a possible restoration of the monarchy. Candidate’s opinions or conclusions will be presented clearly and supported by appropriate evidence.

28. “Franco won the Spanish Civil War because of Republican disunity.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that Franco won the Spanish Civil War because of Republican disunity. Candidates may refer to the lack of continuity in leadership because of tensions within the Popular Front. Giral, Caballero and Negrin were all prime minister for a short period. Divisions within the Republican side also undermined their military efforts (May Days, Barcelona). Other relevant factors may be addressed, for example that foreign intervention supporting Franco was a key factor. He had military support from Hitler and Mussolini and arguably the Non-Intervention Pact disadvantaged the Republicans as France and Britain upheld it. The limited military aid the Republic had, ended with the withdrawal of the International Brigades in 1938. Candidates may argue that Franco’s effective leadership was the main reason for victory. By April 1937, he had unified all right-wing parties into the FET y de las JONS and had the loyalty of his troops and the support of the Church. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 15: Diplomacy in Europe (1919–1945)

29. Evaluate the successes and failures of Mussolini's foreign policy between 1922 and 1941.

The question requires that candidates should weigh up the strengths and weaknesses of Mussolini's foreign policy between 1922 and 1941. Candidates may refer to Mussolini's foreign policy falling into two distinct periods, with the 1920s and early 1930s being largely successful. The second and more aggressive period ultimately led to involvement in the Second World War and defeat for Italy. Successful policies were settling the issue of Fiume, treaties with Austria and Hungary, Locarno and forming the Stresa Front. Arguably the Corfu Incident was largely a failure as it raised tensions with other powers. From 1935 onwards, Mussolini's foreign policy drew Mussolini closer to Nazi Germany. There could be an evaluation of the Abyssinian Crisis, the Rome–Berlin Axis and intervention in the Spanish Civil War. The Pact of Steel and the invasion of Albania tied Italy more closely to Germany. Entry into the war in 1940 and actions in Greece and North Africa were disastrous for Italy and contributed to Mussolini's eventual overthrow in 1943. Candidates' opinions or conclusions will be presented clearly and supported with appropriate evidence.

30. Examine the reasons why the invasion of Poland in 1939 developed into a major European war by 1941.

The question requires candidates to consider the interrelationship between the invasion of Poland and the expansion into a Europe-wide war by 1941. Candidates may examine why Britain and France declared war on Germany and also why Hitler did not believe in their guarantees to Poland. Candidates may refer to Hitler invading Poland because the Nazi-Soviet Pact meant that he would not have to face a war on two fronts. By 3 September 1939, three major powers were at war, but conflict was limited. There may be some examination of how conflict spread in 1940 with Blitzkrieg attacks on the Netherlands, Denmark and Norway and the fall of France. After Dunkirk, Britain continued to fight with aid from the US ("Cash and Carry" and Lend Lease), Britain's refusal to discuss peace meant that war continued. Candidates may refer to Italian campaigns in the Balkans which extended the conflict to the Mediterranean. Some may argue that early successes meant that Hitler felt confident enough to launch Operation Barbarossa in June 1941, thus facing a war on two fronts and hugely increasing the scale of the conflict. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

31. “The defeat of Trotsky was the most significant factor in Stalin’s rise to power up to 1929.” Discuss.

Candidates will offer a considered and balanced review of the statement that the defeat of Trotsky was the most significant factor in Stalin’s rise to power up to 1929. Candidates may refer to the rivalry that existed between Stalin and Trotsky, dating back to the Civil War; and Stalin’s perception that Trotsky was the most likely heir to Lenin and so the main obstacle to be overcome. Candidates may discuss the emergence of factions that began with Trotsky’s opposition to the NEP, and how their later piecemeal defeat by Stalin led to his dominance of the Politburo. Candidates may challenge the statement by discussing other factors such as Stalin using his position as General Secretary of the Party to present himself as the favoured heir through the Cult of Lenin, he also had the support of the Lenin Enrolment. Other relevant factors may be discussed such as the popularity of policies like “Socialism in One Country”, that gained Stalin support among the workers in the cities. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

32. “The failure of his domestic policies was the main reason for Khrushchev’s removal from power in 1964.” Discuss.

Candidates will offer a considered and balanced review of the statement that the main reason for Khrushchev’s removal from power in 1964 was the failure of his domestic policies. Candidates may refer to Khrushchev’s failed agricultural policies such as the “Virgin Lands” project and the expansion of grain planting into unsuitable regions, leading to harvest failure necessitating the importing of grain from the US. Discussion may be made of Khrushchev’s focus on greater availability of consumer goods and the building of *khrushchyovka* that significantly increased the supply of housing but also provided private space for increased criticism of the state. Candidates may argue that of greater importance to his removal from power were Khrushchev’s controversial foreign policies that included: peaceful co-existence with the West; confrontation over Berlin; worsening relations with China; the placing of missiles on Cuba. Other reasons may include lingering resentment over Khrushchev’s suppression of the Anti Party Group and that his attempts to streamline the Party weakened his position. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

33. Evaluate the political responses to post-war economic challenges in France up to 1963.

The question requires that candidates make an appraisal of the political responses to post-war economic challenges in France up to 1963. Candidates may refer to the impact of wartime occupation and liberation on industry and infrastructure and the response to the immense challenge of economic recovery. Candidates may evaluate the impact of the Monnet Plan with its elements of a planned economy and expansion of public ownership. The political response to the Marshall Plan and the subsequent marginalization of the French Communist Party may be evaluated. Candidates may argue that the political response to French dependence on German coal was the Schuman Plan that laid the basis for further European integration. An evaluation may be made of “Les Trente Glorieuses”, a period of rapid economic growth in post-war France that resulted in increased wages and a higher standard of living but also of inflation, a challenge to successive coalition governments that held power during this period. Also of relevance would be the economic challenges posed by the funding of colonial wars in Indochina and Algeria with links made to the re-emergence of De Gaulle and the establishment of the Fifth Republic. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

34. With reference to the period 1949–1990, examine the impact of social and cultural change in West Germany.

Candidates will consider the interrelationship between society, culture and change in West Germany during the period 1949–1990. Candidates may offer equal coverage of social and cultural change or they may prioritize one over the other. However, both aspects will feature in the response. For cultural change, candidates may examine the impact of post-war denazification on the work of such authors as Heinrich Böll and Günter Grass and the films of Reiner Werner Fassbinder. The social impact of anti-communism may also be examined, it led to the provision of health care, education and improved workers’ rights to demonstrate the benefits of a welfare state in a free-market economy. Candidates may examine the impact of immigration into West Germany, from East Germany during the 1950s and from countries such as Turkey throughout the period, noting the changing status of *gastarbeiter* to that of full citizens. The social and cultural changes of the 1960s, specifically the “68ers” with the emergence of radical groups such as the Baader Meinhoff Group, could be examined. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

35. Evaluate the impact of repression and protest between 1945 and 1968 in **one** of the following countries: East Germany; Poland; Hungary; Czechoslovakia.

The question requires that candidates make an appraisal of the impact of repression and protest between 1945 and 1968 in one of the named countries. Candidates may refer to the Show Trials of 1948 that were held in each of these countries and to consider the impact of such randomized repression on possible protest movements against the Soviet-backed authorities. In East Germany, the steady migration of skilled workers to West Germany during the 1950s may be evaluated and seen as a safety valve after the repression of the 1953 protests. In Poland and Hungary, the impact of the 1956 “Secret Speech” at the 20th Party Congress may be evaluated and its impetus for protest and reform balanced against subsequent repression. For Czechoslovakia, the Prague Spring may be evaluated with its aspiration for reform being met with repression. Common to all the named countries was the widespread use of secret police and the swift repression of all forms of protest, although candidates may discuss protest in the form of the covert distribution of illicit literature and radios being tuned into foreign broadcasts, for example the Voice of America. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

36. Evaluate the response to political challenges in the post-communist era in **one** Central or Eastern European country (excluding Russia).

The question requires that candidates make an appraisal of the response to political challenges in the post-communist era in one Central or Eastern European country, excluding Russia. Candidates may refer to the challenge of writing new constitutions to embrace democratic principles alongside the need to remove entrenched systems and politicians who remained in place after the transition from Communism. Candidates may evaluate responses to such challenges by referring, for example, to an end to press censorship; the establishment of rule by law; and opportunities for citizens to freely express their political views. In former Soviet republics, such as the Baltic States, the rights of Russian minorities needed to be addressed and candidates may evaluate the response to citizenship being linked, for instance, to language tests. The response to the recovery of the memory of events, suppressed by Communist regimes, may be evaluated with reference made to the erection or removal of statues, the memorialization of the oppressed and the establishment of “museums of the occupation”. Candidates may also evaluate political responses to the challenges posed by the replacement of state-owned industries with private enterprise. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.
