

Markscheme

May 2024

History

Higher level

Paper 3 – history of Europe

© International Baccalaureate Organization 2024

All rights reserved. No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without the prior written permission from the IB. Additionally, the license tied with this product prohibits use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, whether fee-covered or not, is prohibited and is a criminal offense.

More information on how to request written permission in the form of a license can be obtained from <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organisation du Baccalauréat International 2024

Tous droits réservés. Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite préalable de l'IB. De plus, la licence associée à ce produit interdit toute utilisation de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, moyennant paiement ou non, est interdite et constitue une infraction pénale.

Pour plus d'informations sur la procédure à suivre pour obtenir une autorisation écrite sous la forme d'une licence, rendez-vous à l'adresse <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organización del Bachillerato Internacional, 2024

Todos los derechos reservados. No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin la previa autorización por escrito del IB. Además, la licencia vinculada a este producto prohíbe el uso de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales—, ya sea incluido en tasas o no, está prohibido y constituye un delito.

En este enlace encontrará más información sobre cómo solicitar una autorización por escrito en forma de licencia: <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

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.

Marks	Level descriptor
13–15	- 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	- 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	- 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	- 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	- 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	Response does not reach a standard described by the descriptors above.

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

1. To what extent did Henry II establish royal authority in England?

The question requires that candidates consider the merits of the view that Henry II re-established royal authority in England after the chaos and weakness of Stephen's reign. There may be discussion of his curbing of baronial power both by demolishing unlicensed castles and building 100 new royal castles. He also appointed Sheriffs loyal to him thus reducing the independence of the barons. Justices in Eyre were granted more powers, increasing his control of law and order. The Assize of Clarendon made clear the dominance of the King's Justice in the state. He also overhauled royal administration and reorganized the Royal Council. However, he found it more difficult to reduce the independence of the Church especially after the Becket affair. Nevertheless, by the 1180s he had regained some rights over the Church. He was less successful in establishing and maintaining royal authority in Wales and on the Scottish border. Arguably his authority over the royal family was also limited with three of his sons rebelling against him at different times. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

2. "Royal governments in England and France faced similar challenges in the years between 1066–1233." To what extent do you agree with this statement.

The question requires candidates to make a comparison of the challenges faced by Royal governments. They may choose to refer to specific monarchs or to take a broader approach covering the whole period. They may point out that the feudal structure underpinned both monarchies and when this became dysfunctional it presented a challenge to royal government. There may be discussion of individual monarchs, such as Henry I and Henry II trying to curb baronial power, similarly Louis VI and Louis VII bringing their barons under control. It could be argued that in both cases there were threats to their borders; in England the Scots were a constant threat throughout the whole period and the French kingdom was frequently threatened from the Continental territories of the English Kings. Other challenges could include the need to establish stable royal revenues, effective administrative and justice systems to support royal government. There may be some discussion of challenges as a consequence of the weakness of individual rulers such as Stephen or issues of succession as with Louis VII. Candidates' opinions and conclusions will be stated clearly and supported with appropriate evidence.

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

3. Evaluate the contribution of economic factors to Christian opposition to Muslim states in Spain.

The question requires that candidates consider the interrelationship between economic reasons and opposition to Muslim states in Spain. Candidates may suggest that Christian opposition could have been triggered by Muslim wealth that many Christians kings desired. The opposition to Muslim states could also have been due to the competition between Christians and Muslims to control the Mediterranean and trade, or their need to make the frontiers a safe place for economic activities. Other relevant factors may be considered, for example the idea of *Reconquista* that claimed Christians were entitled to rule the region and considered Muslims as foreign invaders. The impact of the Crusades and their ideology in Spain could also be a motive for the opposition to Muslim states, as well as the influence of religious works written by monks and priests that portrayed Muslims as dangerous enemies. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

4. "Popular anti- Semitism was the most significant reason for the persecution of the Jews". To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that popular anti- Semitism was the most significant reason for the persecution of the Jews. Candidates may support the statement arguing that popular accusations of ritual murder together with religious prejudice and stereotypes, were revived sporadically to persecute the Jewish communities. They may also argue that the economic success of a number of Jews who became prominent in trade, banking, and moneylending, tended to arouse the envy of the populace. In some cases, Jews were also part of the bureaucracy in charge of collecting taxes and this increased the animosity against them, especially during years of economic depression. Other relevant factors may be addressed, for example the impact of official anti- Semitic policies on popular anti- Semitism as reasons for the persecution, for example: the denial of citizenship and rights, the prohibition from a number of posts in government and the military, and their exclusion from guilds and some professions. Candidates may also examine the impact of the Crusades and the Black Death as reasons for the persecution as well as the writings of intellectuals from the Church against the Jews. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

Section 3 Late medieval political crises (1300–1487)

5. To what extent was Richard II deposed in 1399 because of his poor political judgement?

The question requires that candidates consider the contribution that poor political judgement played in Richard's downfall. There may be some discussion of the key issues of his reign such as the ongoing war with France and the impact of a declining population. Some may mention the Poll Tax, but arguably Richard was influenced by Lancaster to impose it. There were tensions between King and Parliament which had begun in the reign of Edward III. Richard's exaggerated notions of the extent of royal power as well as his excessive expenditure increased those tensions. There was also criticism of his support for his favourites such as de la Pole and de Vere. He supported de la Pole in trying to make peace and made de Vere a Marquess. By 1386/87 he was in conflict with parliament over ministerial appointments and the Lords Appellant sided with Parliament. His later treatment of the Appellants increased his unpopularity with the nobility, especially the death of Gloucester and the seizure of the Lancaster inheritance from Bolingbroke. His marriage to Isabella of France endangered the succession. His imposition of arbitrary fines and charters also increased his unpopularity. Arguably it was the seizure of Bolingbroke's inheritance that led to his final overthrow. It could also be argued that the reasons for his deposition were entwined, and that it is difficult to separate them from each other. Candidates' opinions and conclusions will be clearly stated and supported by appropriate evidence.

6. To what extent were economic factors the main reason for the rise in importance of Ducal Burgundy?

The question requires that candidates consider a range of factors that led to the rise of Ducal Burgundy, making a judgement on the importance of economic factors. The rise of Burgundy began with the endowment of the Duchy to Philip in 1363 and the expansion of territory into the Low Countries, with the acquisition of additional titles such as Duke of Brabant and Count of Hainault continuing the rise. Strategic marriages also increased the influence of Burgundy. During the 100 Years War Burgundian influence was significant, the alliance with England made Burgundy a key player in the conflict. However, it could be argued that the wealth of Burgundy was a key factor underpinning other factors. Burgundy had good financial structures with credit facilities and stable banking houses. It also benefitted from tolls on international trade, being on major trading routes. Burgundy was also an important centre for the cloth trade with Bruges and Ghent key cloth towns. Arguably it was a combination of territorial expansion and relative wealth that led to the rising importance of Ducal Burgundy. Candidates' opinions and conclusions will be stated clearly and supported with appropriate evidence.

Section 4 The Renaissance (c1400–1600)

7. “The Renaissance had limited impact on political writings between c1400 and 1600”. To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the Renaissance had limited impact on political writings between c1400 and 1600. Candidates may discuss the continuity of traditional ideas on monarchy which remained dominant during the period. They may also highlight the influence that traditional ideas from Christianity still had, as well as the strong ties between monarchy and Papacy. Candidates may argue that the Renaissance had greater impact on the arts and literature rather than on political writings. Other relevant factors may be addressed to challenge the statement, for example the number of works on politics, including the masterpieces on political philosophy written by Machiavelli, Erasmus and Jean Bodin, that provided new ideas. They may also discuss the rejection of scholastic philosophy, as well as the dualistic approach of the political philosophy of the Renaissance, troubled by the conflict between political necessity and general moral responsibility. Candidates’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

8. Evaluate the impact of the Northern Renaissance in Burgundy and Germany between c1400 and 1600.

The question requires that candidates make an appraisal of the impact of the Northern Renaissance in Burgundy and Germany. In Burgundy, the Renaissance reflected the increasingly wealthy mercantile world through the representation of wealth and power. Bruges, Ghent, Antwerp and Brussels were rich industrial cities and banking centres, and this allowed a large merchant-class to flourish creating an ideal environment for artistic activities. As examples, candidates may evaluate the works of the anatomist Vesalius, Mercator in cartography, Hieronymus Bosch and Pieter Brueghel the Elder in painting, etc. Germany was a prosperous area and the Renaissance also benefited from the wealth produced from the exploitation of metallurgy, mining, banking and textiles. However, the Renaissance took hold in most German-speaking lands about 100 years later than in Italy, and German art maintained a strong link to the traditional Gothic style. Candidates may evaluate the importance of German printers who dominated the new book-trade in most countries, and the variety of individual, local, and regional styles. As examples, they may refer to the works of the writers Konrad Celtis and Johann Reuchlin, the artist Albrecht Dürer, and a number of important works of architecture. Candidates’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

- 9.** To what extent were personal rivalries the main motive for exploration in the 15th century?

The question requires that candidates consider the merits or otherwise of the suggestion that personal rivalries were the main motive for exploration in the 15th century. Candidates may argue that personal rivalries between monarchs and their search for lands and wealth played a major role, as in the case of Portugal and Spain. Also, personal rivalries between noble lineages and/or explorers in search of fortune could be analysed as a motive for the exploration. Candidates may challenge the question stating that the search for precious metals was the main motive for the exploration. Other relevant factors may be addressed, for example the need for food and raw materials. Religion also played a role since the Catholic Church had universal conversion as a goal. Candidates may also examine to what extent exploration was caused by new scientific developments, especially in astronomy and navigation. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

- 10.** "Cartography played a limited role as an enabler of exploration in the 15th century". To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that cartography played a limited role as an enabler of exploration in the 15th century. Candidates may refer to the importance of new models of ships as enablers of exploration, like *naos* and caravels that could navigate in shallow waters and were useful for coastal exploration. Candidates may also discuss the economic conditions that enabled wealthy kings, nobles and merchants to pay for voyages of exploration. The interest in researching flora and fauna unknown in Europe, and/or the existence of a number of legendary kingdoms could also be considered as major contributors to exploration. Candidates may also discuss developments in astronomy and the use of devices like the compass and sundial which facilitated exploration. They may also refer to the improvement of nautical charts and maps that were vital for navigation. Candidates may refer to the Donis map projection invented by Nicholas Germanus, and the contributions of important cartographers like Juan de la Cosa, who sailed with Christopher Columbus, Diogo Ribeiro, a Portuguese cartographer, and Gerardus Mercator, a Flemish cartographer. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

Section 6 Aspects of the Reformation (c1500–1563)

11. “The printing press had only a limited impact on the spread of Lutheran ideas in Germany”. To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the printing press had limited impact on the spread of Lutheran ideas in Germany. Candidates may argue that few people could read, and this limited the effectiveness of the printing press in spreading Lutheran ideas beyond small groups of monks and scholars. Candidates may also argue that more significant than the printing press was the role played by Lutheran priests who informed their parishioners of the new interpretations of the Bible. They may also consider the role played by Frederick the Wise who protected Luther and was the founder of the University of Wittenberg, facilitating the spread of Lutheran ideas. Other relevant factors may be addressed to challenge the question, for example the fact that the development of the printing press enabled the mass distribution of Luther’s ideas through pamphlets that were easily produced. Martin Luther also relied on images and songs to spread his ideas and the printing press helped in propagating these publications among an illiterate public. Candidates’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

12. Evaluate the impact of the Council of Trent (1545–1563) on the Catholic Church.

The question requires that candidates make an appraisal of the impact of the Council of Trent (1545–1563) on the Catholic Church. Candidates may point out that the Council of Trent enacted the formal Roman Catholic reply to the doctrinal challenges posed by the Reformation. It officially addressed many questions about which there had been continuing ambiguity throughout the early church and the Middle Ages. The Council was also important for its sweeping decrees on self-reform and for its definitions of dogma that revitalized the Roman Catholic Church in many parts of Europe, strengthening the power of the papacy. Among other resolutions, the Council reaffirmed the need for the clergy to remain unmarried and addressed the sale of indulgences to regulate the process. Protestant rejection of icons and religious art, as well as saints and relics was condemned. Other relevant factors may be addressed, for example the prohibition of reading Protestant works through the creation of the *Index Librorum Prohibitorum* (Index of Prohibited Books) that specifically targeted the works of Reformers. Candidates may evaluate the impact, considering the various disagreements that postponed the council, and the fact that many Catholic clergy from France and Germany refused to attend. Candidates’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

Section 7 Absolutism and Enlightenment (1650–1800)

13. To what extent were the policies of **two** Enlightened despots effective in strengthening their monarchies?

The question requires that candidates consider whether the policies of two Enlightened despots made their monarchies stronger. Policies to consider could include administrative reforms which tightened government control, economic policies, military reforms and foreign policy. There may be some discussion of repressive policies which dealt effectively with potential opposition. In other cases, there may also be consideration of their relationship with the nobility where the ruler in question reduced the influence of the nobility in order to strengthen their own position, for example Louis XIV. Examples do not have to be contemporaneous and can be from the same country. Suitable examples could include Frederick II of Prussia, Catherine II of Russia, Maria Theresa and Joseph II of Austria. The main focus of answers should be a link from the policies to the increase in monarchical power. Candidates' opinions and conclusions will be clearly presented and supported with appropriate evidence.

14. Evaluate the importance of royal patronage to artistic developments between 1650 and 1800.

The question requires that candidates offer a considered and balanced review of the role of royal patronage in artistic development. Arguably royal patronage was vital to artistic development as it was one of the main sources of financing artistic activities. The arts could include architecture, sculpture, painting, music and poetry, literature and even gardening (Le Nôtre at Versailles). Examples of royal patrons could include Louis XIV; the building of Versailles had an enormous impact on a range of artistic activities. Other major royal patrons discussed could include Frederick II of Prussia who supported music and poetry and Augustus of Saxony who supported architecture, porcelain (Meissen) and music particularly. It could also be pointed out that although royal patronage might enhance reputations, it was also the continued financial support of aristocratic and bourgeois patrons that enabled the various exponents to continue to develop over a longer period of time. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

- 15.** “The Constitution of 1791 was not revolutionary” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the view that the 1791 Constitution did not represent radical change. There may be some discussion of events prior to the issuing of the new constitution including the establishment of the National Assembly, the storming of the Bastille, the Declaration of the Rights of Man and the removal of the royal family to Paris; arguably the atmosphere was revolutionary. The focus should be on the Constituent Assembly where the main debates were over the extent of the power of the monarchy and the franchise. There was no move towards a republic. In the assembly, there were a number of leaders of different factions including Mirabeau, Lafayette, Sieyes and Robespierre. The new legislative assembly was elected from a limited electorate with a property qualification, poorer citizens had no political rights. Louis was retitled King of the French with limited powers which ended the concept of Divine Right and could be considered revolutionary. Arguably, although the 1791 Constitution had some radical elements it was mainly a moderate reform of the Ancien Regime and did not represent radical political change. Candidates’ opinions and conclusions will be clearly presented and supported with appropriate evidence.

- 16.** “Napoleon I rose to power mainly because of the instability of the Directory.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the view that the weak Directory enabled Napoleon to gain power. To agree with the statement, candidates may point out that the Directors lacked any clear policies to deal with various crises facing France which included the collapse of the Assignat and famine in some regions of France. There was little popular support for the Directory because of the limited electorate and there were various attempts to overthrow it (1 Prairial and 13 Vendemiaire) making the system unstable and reliant on the Army to maintain order. In contrast, Napoleon’s military successes enhanced his reputation as an effective leader. He appeared to be the “strong man” the Directors needed. Some might point out he was in the right place at the right time and that the support of Sieyes and Lucien Bonaparte’s actions during the Coup de Brumaire enabled him to overthrow the Directory and establish the Consulate. He was then able to extend his power later. Some may argue that it was Napoleon’s military success that gave him the strength to act in 1799, combined with the weakness of the Directory. Candidates’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

Section 9 France (1815–1914)

- 17.** Compare and contrast the nature of the reigns of Louis XVIII and Charles X.

The question requires that candidates give an account of the similarities and contrasts of the reigns of both monarchs. There should be reference to both throughout, there may be more contrasts than similarities. Similarities could include that they were both conservative by nature and believed in the Divine Right of Kings. Both accepted there had to be some democracy and neither attempted to return to the Ancien Regime, despite the fact that Louis dated his reign from the death of Louis XVII and Charles wanted the revival of clerical influence. Contrasts could include that Louis was more conciliatory until the early 1820s, trying to work with the Chamber and he was careful not to alienate public opinion, allowing some freedom of the press. Charles on the other hand was willing to ignore the Chamber. In 1829 he selected a government led by de Polignac having previously limited press freedom, granted compensation for emigres and encouraged a clerical revival. The St Cloud Ordinances further reduced press freedom and contributed to the 1830 revolution. Arguably both were very conservative, but Charles was more extreme. Candidates' opinions and conclusions will be stated clearly and supported with appropriate evidence.

- 18.** Examine the reasons for the growth of political extremism in France between 1890–1914.

The question requires that candidates examine the interrelationship between conditions in France and the growth of political extremism 1890-1914. Extremism could include nationalism, antisemitism, anti-republicanism or syndicalism. On the left, extremism could include the socialist revival and the emergence of syndicalism. Arguably the Dreyfus Affair stimulated right wing extremism including both nationalism and antisemitism and almost became synonymous with anti-republicanism. In the late 19th century, there was industrial growth leading to poor working and living conditions especially in coal and iron industries. During the Waldeck-Rousseau administration there was little social reform and there were strikes on the railways, the Post Office and even in the wine industry. There was increased support for Trade Unions as the government clamped down on strike action and by 1906 the CGT had accepted the principle of the General Strike which was syndicalist. It could be argued that reasons for right wing extremism were rooted in the past whereas left-wing extremism was the result of social and economic change and the reluctance of governments to enact reform. Candidates' opinions and conclusions will be stated clearly and supported with appropriate evidence.

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

- 19.** Evaluate the contribution of the Anti-Corn Law League to the repeal of the Corn Laws in 1846?

The question requires that candidates offer a considered and balanced review of the reasons for the repeal of the Corn Laws. They may discuss the methods used to gain public support including mass meetings, fundraising, and petitions to Parliament which meant repeal remained a live issue. The leaders of the league were politically astute and worked hard to get MPs selected; Cobden was elected in 1841 and Bright in 1843. By 1845 there were 12 abolitionist MPs constantly raising the issue in Parliament. However, some might argue that it was Peel's support for repeal which was the vital factor; he was a Free Trader by inclination and had reduced the level of import duties in 1841. He had hoped for a gradual move to repeal but the impact of the Irish Famine convinced him of the need for immediate repeal even at the risk of splitting the Tory party. Others might argue that without the Anti-Corn Law League Peel might not have been able to gain enough support in parliament for repeal. Candidates' opinions and conclusions will be stated clearly and supported with appropriate evidence.

- 20.** Discuss the reasons why the women's suffrage movement became more militant in the period up to 1914.

The question requires that candidates consider the factors which led to militant suffrage activity in the years up to 1914. By 1907 women could stand for County and District Councils, as well as mayors. The right to vote for MPs seemed the logical next step. The Suffragettes had the support of the ILP and Liberals such as Grey and Lloyd George. In 1907, a private members bill was defeated as Asquith did not support it. This led to militant protests, such as chaining themselves to the railings of Buckingham Palace, and organising mass marches in major cities. By 1912 Asquith accepted the principle but the amendment to a Plural Voting Bill was ruled out of order. The WSPU response was more militant action attacking politicians' homes and Emily Davidson's protest at the 1913 Derby. The use of Cat and Mouse tactics only increased protests. Arguably the main reason for increased militancy was the slowness of the Liberal government and especially Asquith to accept the principle of women's suffrage and the misjudged use of the Cat and Mouse Act. Candidates' opinions and conclusions will be clearly stated and supported by appropriate evidence.

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

- 21.** “The 1848–49 revolutions in Germany collapsed because of a lack of leadership” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the view that poor leadership led to the failure of the 1848–49 revolutions. Candidates may discuss the causes of revolution. For example, in Bavaria discontent was sparked by the Lola Montez affair, in Berlin the causes were mainly economic, other states wanted to remove feudalism. In Prussia, Frederick William seemed to support reform allowing a Constituent Assembly but changed his mind and used the army to dissolve the assembly. In other states there were no clear leaders and no clear aims, moderate constitutions were granted but there was disagreement as to the extent of change desired. Liberals were anxious that change had been brought about by violence and they did not want social revolution. The Frankfurt parliament was divided as to what territory would be affected by a national constitution. Frederick William’s rejection of the constitution led to the collapse of the parliament and the revolutions. Most will agree that lack of leadership was a key factor but also lack of clear aims was also significant. Candidates’ opinions and conclusions will be clearly stated and supported by appropriate evidence.

- 22.** Evaluate the contributions of Cavour and Garibaldi to the process of Italian unification.

The question requires that candidates make an appraisal of the significance of both Cavour and Garibaldi to the unification of Italy. Some may argue that Cavour was the most significant as his political and diplomatic activities laid the groundwork for unification. His domestic reforms, both economic and political, strengthened Piedmont and enabled the state to lead the process. His diplomatic skills gained France as an ally (Pact of Plombières) and success in the 1859 war gained Lombardy and the Central Duchies. He was also flexible; in 1860 he accepted the need to annex the Papal States to prevent Garibaldi attacking Rome thus preventing foreign intervention. Garibaldi’s contribution was significant, he was very popular and gained support for unification within Italy and abroad. His Sicilian expedition resulted in more territory for the new Italian state possibly more than Cavour had envisaged. He was also flexible and abandoned his belief in Republicanism to ensure a united Italy. Some candidates may argue that they complemented each other. Others may argue that without Cavour’s statesmanship Garibaldi’s bolder tactics may well not have succeeded. Candidates’ opinions and conclusions will be stated clearly and supported with appropriate evidence.

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

23. To what extent was Nicholas II's authority weakened by the 1905 revolution?

The question requires that candidates consider the extent to which Nicholas II's authority was weakened by the 1905 revolution. Candidates may argue that Nicholas II's authority was weakened by the fact that he had to make concessions (National Duma and Land Reform). However, the army remained loyal and this helped maintain a significant amount of his authority, along with the repressive methods he was still able to utilise. The loyalty of the army was also important in helping Nicholas to regain authority e.g., the crushing of the Petrograd and Moscow Soviets. In 1905, he signed the October Manifesto which split opposition to the regime and the Fundamental Laws of 1906 limited the powers of the Duma. In order to demonstrate how his authority was weakened candidates may argue that opposition groups were driven underground but remained. Widespread discontent among the working class and peasantry continued because the underlying causes of the 1905 revolution had not been resolved and his actions caused increasing opposition and distrust for the regime. Other relevant factors may be addressed but with a focus on the issue in the question. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

24. To what extent was Russia's involvement in the First World War the main cause of the February/March 1917 revolution?

The question requires that candidates consider the merits or otherwise of the suggestion that Russia's involvement in World War 1 was the main cause of the 1917 February/March revolution. They may discuss the problems caused by defeats and high casualty rates (Tannenberg, Masurian Lakes) and the Tsar's decision to command the army. Bread riots, strikes and the actions of the Petrograd garrison may all be linked to the war. Others may contend that there were underlying problems and the war was merely a catalyst for revolution. They may argue that there were long term factors undermining autocracy but in the short term it was the failure to deal effectively with the war that led to a crisis, with even the army and moderate politicians turning against the Tsar. Some may state that autocracy had only survived to 1914 through a combination of limited reform (National Duma, Land Reform) and repression (Stolypin's Necktie, the Lena Massacre 1912). Other relevant factors may be addressed but with a focus on the issue in the question. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

- 25.** To what extent did German foreign policy contribute to tensions in Europe between 1890–1914?

The question requires that candidates consider the view German foreign policy led to tensions in Europe between 1890 and 1914. Some may focus on German Weltpolitik which aimed to transform Germany into a global power through aggressive diplomacy. The search for a German “place in the sun” in the 1890s led to tensions between Britain and Germany, (1896 Kruger Telegram, 1898 Tirpitz Naval Law). German initiatives over Morocco in 1905 and 1911 contributed to German isolation. Others may focus on German support of Austria–Hungary. This made Austria-Hungary bolder in the Balkans, (annexation of Bosnia-Herzegovina 1908-09). Others may argue that objectives shifted within this period and German foreign policy became driven by domestic concerns – specifically by the rise of the SPD - which contributed to an increasingly militaristic policy. Candidates may conclude that German foreign policy changed the balance of power in Europe leading to the formation of the Anglo–French Entente in 1904, the Anglo–Russian Entente of 1907 and to the eventual division of Europe into the Triple Alliance and the Triple Entente. Other relevant factors may be considered. Candidates’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

- 26.** “The actions of Austria-Hungary were the main reason for the outbreak of war in July 1914.” To what extent do you agree with this statement?

The question requires that candidates consider the view that the actions of Austria-Hungary played a major part in the outbreak of the First World War. Some may concentrate on the impact of Austrian concerns and ambitions in the Balkans and their attempt to prevent the break-up of the Austrian Empire. Austrian anxiety over Serb nationalism led to the full annexation of Bosnia in 1908 which led to the growth of nationalist groups. Tensions in the Balkans brought Austria and Russia into direct confrontation and after the assassination of Franz Ferdinand the failure to resolve the crisis brought the Alliance system into play. After securing the support of Germany, Austria-Hungary presented Serbia with an ultimatum on July 23, 1914. Although Serbia effectively accepted all of Austria’s demands except for one, the Austrian government broke diplomatic relations on July 25 and on July 28, 1914, declared war on Serbia. Candidates may discuss other factors which contributed to the expansion of the war during August 1914; these may include failed diplomacy and pre-existing tensions in Europe. Candidates’ opinions and conclusions will be clearly presented and supported by appropriate evidence.

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

- 27.** To what extent had the Weimar Republic overcome its political and economic problems by 1929?

The question requires that candidates consider the extent to which the Weimar Republic overcame the problems of post-war years by 1929. Political problems identified could include: the Spartacus uprising (1919), the Bavarian republic (1919) the Kapp Putsch (1920) and the Munich Putsch (1923). Economic problems could include the issue of reparations set out by the Treaty of Versailles, the occupation of the Ruhr and the hyperinflation of 1923. Pragmatic deals such as the Groener-Ebert Pact meant the government could rely on the Reichswehr and the Freikorps to protect the Republic to some extent. Hindenburg's election in 1925 helped to reduce criticism from the Right and there were no further attempts to overthrow the Republic. In elections there was some significant support for Pro-Weimar political parties. Under Stresemann's leadership, the Rentenmark stabilized the currency, and the Dawes and Young Plans reduced the burden of reparations. Foreign investment contributed to industrial growth but there were budget and trade deficits. Unemployment remained high and an agricultural depression began in 1927. Candidates may argue that the impact of the Great Depression demonstrates that resolution of some of the problems was short term and with its reliance on foreign loans Germany had been "dancing on the edge of a volcano". Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

- 28.** To what extent was there social and political change under the Spanish Second Republic (1931-1939)?

The question requires that candidates consider the merits or otherwise of the suggestion that there was social and political change under the Spanish Second Republic (1931- 1939). Candidates may point out that the drafting of the new constitution of 1931 included clauses that opened the path to important social and political changes like the restriction of the rights of the clergy, the establishment of secular education, the redistribution of land, and equal rights for women. It also guaranteed freedom of speech and of association and legalized divorce. They may also consider the extent to which different regions gained autonomy, (eg.Catalonia). In November 1933, the Right won national elections. This led to the suspension of land reforms and the weakening of social and political change. The victory of the Popular Front in the elections of February 1936 reignited the pace of social and political change. The outbreak of the civil war in 1936 meant that Spain was split into Republican and Nationalist areas. This meant that social and political change largely ceased in Nationalist areas; while radical change was enacted in Republican areas, especially around land ownership. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

Section 15 Diplomacy in Europe (1919–1945)

- 29.** To what extent did the Great Depression contribute towards the failure of the League of Nations?

The question requires that candidates consider the role the Great Depression played in the failure of the League of Nations. They may refer to the fact that states became more economically protectionist and more nationalistic. They were unable to act effectively in a crisis (Manchuria, Abyssinia) and the League lost credibility. Some may argue that major powers such as Britain and France were focused on internal consequences of the Depression and were too weak financially to support the League. Some may maintain that the League was undermined from the outset. Further areas for discussion could include: the membership of the League, the slow decision-making processes as well as the fact that the League was often by-passed (Conference of Ambassadors). Candidates may also claim that world events during the 1930s overwhelmed it. They could argue that the League was designed to function effectively in an international context that desired peace and that the 1930s were too unstable and dominated by aggressive powers for it to be effective. Other relevant factors may be addressed. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

- 30.** "Hitler followed a carefully planned foreign policy between 1933 and 1939." To what extent do you agree with this statement?

The question requires that candidates consider the extent to which Hitler planned his foreign policy initiatives. Some may state that he had a clear range of goals - removal of the terms of Versailles, incorporating all Germans into the Reich, and gaining Lebensraum. Some may argue that in Mein Kampf he set out his aims which implies an element of planning. They may cite the Hossbach Memorandum of 1937 which indicates that Hitler had planned for war. To challenge the statement they may argue that Hitler's foreign policy was largely opportunistic, for example, the reoccupation of the Rhineland in 1936 when Britain and France were preoccupied by Abyssinia; his exploitation of Britain's policy of appeasement and her fear of communist expansion to gain Austria and the Sudetenland; and his signing of the Nazi–Soviet pact after the failure of the Anglo–French mission to the Soviet Union in 1939. Some may conclude that there was an element of planning in his foreign policy in so far as Hitler had consistency of aims, but that he was opportunistic in his strategy to fulfil them. Candidates' opinions and conclusions will be clearly stated and supported by appropriate evidence.

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

- 31.** Evaluate the impact of the Great Patriotic War (1941–1945) on the civilian population of the Soviet Union.

The question requires that candidates evaluate the impact of the war on the civilians of USSR. They may evaluate the initial impact of Operation Barbarossa, which resulted in millions of casualties, and the retreat of Russian forces. They could also discuss the siege of Leningrad and the threat to Moscow. Civilian casualties in Leningrad were enormous, and total deaths as a consequence of the war are estimated at 20 million or more. They may discuss the partial destruction of towns, industrial establishments, railways, hospitals and schools. Some may argue that the civilian population suffered devastation because of harsh German rule in occupied areas and the “scorched earth” policy adopted by the Soviet Union. Key points of Russian recovery (Stalingrad, Kursk) were only achieved through the massive mobilization of the civilian population and the moving of industrial production east of the Urals. They may also point out that the war reinforced Stalin’s power and contributed to the escalation of terror with his use of coercion, censorship and mass deportations. Candidates’ opinions and conclusions will be supported by appropriate evidence.

- 32.** Evaluate the impact of Brezhnev’s domestic policies on the Soviet economy and society.

The question requires that candidates evaluate the impact of Brezhnev’s domestic policies. They may argue they were largely negative with little economic growth and relatively poor standards of living, especially in health care and education. State investment in industry tripled but efficiency and production fell. Brezhnev was in theory committed to an economy with job security, low prices, more consumer goods and improved agriculture. However, in reality, he focused more on the arms race and military spending – 15 percent of the gross national product was spent on the military. Central planning of the economy stifled creativity and local initiative. By 1981 there was a 40 per cent decline in productivity and an increase in absenteeism and alcohol consumption. Consumer goods were in limited supply and bad harvests led to an increase in foreign imports resulting in a debt to US of \$100 billion. The position of the Party and levels of repression may also be discussed. Some started to publicly voice criticism of the government, but Brezhnev did little to implement the Helsinki Agreement. It may be argued that the Brezhnev era was one of stagnation in all areas. Candidates’ opinions and will be presented clearly and supported by appropriate evidence.

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

33. Evaluate the impact of economic recovery on French society during “Les Trente Glorieuses.”

The question requires that candidates make an appraisal of the impact of economic recovery on French society during “Les Trente Glorieuses”. Candidates may refer to policies aimed at removing inequalities, stopping inflation and reducing social tensions. They may also consider the benefits given to the population, such as holiday allocation, retirement payments and social security. There was also a rise in car ownership and consumption of white goods. Other relevant factors may be addressed, for example the creation of institutions such as the DATAR and the participation of France in the EEC. Candidates may also evaluate the impact of the oil crisis and the end of the “Les Trente Glorieuses”. Candidates’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

34. Examine the challenges posed by the Baader Meinhof Group/Red Army Faction to West Germany.

The question requires that candidates evaluate the challenges posed by the Baader Meinhof Group/Red Army Faction to West Germany. The Baader Meinhof Group/ Red Army Faction was a West German radical leftist group formed in 1968. The goal of their terrorist campaign was to trigger an aggressive response from the government that, according to their members, would spark a broader revolutionary movement. Candidates may examine the challenges to security posed by the group from its early years when members supported themselves through bank robberies and engaged in terrorist bombings and arson, especially of West German corporations and businesses and of West German and U.S. military installations. They also kidnapped and assassinated prominent political and business figures, and hijacked planes. Their activity peaked in late 1977. Candidates may also examine the challenges posed after members of the group were arrested. The government had to build a new section in Stammheim Prison, considered one of the most secure prison blocks in the world at the time. Candidates’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

35. To what extent was there support for, and cooperation with, Soviet control in East Germany between 1945 and 1968.

The question requires that candidates consider to what extent was there support for, and cooperation with, Soviet control in East Germany between 1945 and 1968. Candidates may point out that in 1949, after a provisional government was formed in East Germany, the Soviet Union withdrew its East Berlin headquarters and passed power to the new East German state. Candidates may mention that in 1954 the Soviet Union granted East Germany sovereignty and disbanded the Soviet Control Commission in Berlin. East Germany took part in the Council for Mutual Economic Assistance (COMECON) in 1950. In 1955, East Germany became a member of the Warsaw Pact. Candidates may also point out the support given by East Germany to political denazification in the Soviet zone. Candidates may challenge the question discussing resistance to Soviet control in East Germany, for example, the Berlin Uprising in June 1953, and the attempts of many citizens to leave the country. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

36. Evaluate the consequences of the collapse of Soviet control in **one** country in central or eastern Europe between 1989 and 2000.

The question requires that candidates make an appraisal of the consequences of the collapse of Soviet control in one country in central or eastern Europe between 1989 and 2000. Candidates may point out that after the collapse of Communist parties in Central and Eastern Europe, states moved rapidly to claim their independence from Soviet control. The newly independent states professed to follow democratic principles of governance and by the summer of 1990, all of the former communist regimes of Eastern Europe were replaced by democratically elected governments. In Poland, Hungary, East Germany and Czechoslovakia, newly formed centre-right parties took power for the first time since the end of World War II. However, there was also a growth of nationalism in some countries. Candidates may also evaluate the economic impact of the collapse of the Soviet Union that led to the demise of central planning and the emergence of market economics. This provoked high levels of unemployment and inflation in parts of Eastern Europe. Other relevant factors may be addressed, for example the lack of technical and scientific support that the new states faced; the need to organize new political parties; and their inclusion in new commercial agreements and diplomatic treaties with the West. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.
