

Markscheme

November 2025

History

Higher level

Paper 3 – history of Europe

© International Baccalaureate Organization 2025

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 2025

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, 2025

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. Evaluate the causes of conflict between England and France from 1154 to 1214.**

The question requires that student make an appraisal of the various causes of conflict between England and France. Initially Henry II did not want to pay homage to Louis VII and this was arguably the underlying cause of conflict throughout the period. The Kings of England did not wish to be seen as vassals of the King of France with regard to their Norman territories. The main cause of conflict between Richard I and Philip II (Philip Augustus) was largely to regain territories lost when Richard was on Crusade or in captivity. Arguably, Louis VII and more particularly Philip II wanted to expand their power and the territories under the control of the French throne and reduce the influence of the Angevins. John was attempting to regain lost Angevin territory until he was defeated at Bouvines in 1214. The immediate causes of the intermittent conflicts varied for example the refusal to repay the dowries of French princesses (Margaret and Alys) when their planned marriages did not happen. Conflict was also caused by John's decision to marry Isabella of Angouleme. Disputes over influence in Brittany also caused conflict. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

2. To what extent was Louis VI successful in expanding royal authority in France?

The question requires students to consider whether Louis VI was able to extend royal authority in France. There could be some discussion of the reasons why royal authority faced problems for example mention of the "robber barons" in the regions, the challenge posed by the Anglo-Normans and external threats. Successes could include the marriage of his heir to Eleanor of Aquitaine that helped reduce the threat from the feudal principalities as the French crown was strengthened by gaining large territories. Although it could be argued that there were still powerful territories such as Anjou which could pose a challenge to royal authority. Louis VI was successful in a number of campaigns against some of the unruly barons such as William of Auvergne and Hugh de Puiset. This led to increasing support for the monarchy with other vassals and with the restoration of law and order he gained support from the wider population. Popular support meant he was able to resist the invasion from the Holy Roman Emperor, Henry V. Louis VI was thus relatively successful in extending royal authority, but it was Philip II (Philip Augustus) who completed the process. Students' opinions and conclusions will be presented clearly and supported with appropriate evidence.

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

3. “Fear of Muslim power was caused by political instability in Christian Europe.” Discuss.

This question requires that students offer a considered and balanced review of the statement that fear of Muslim power was caused by political instability in Christian Europe. Students may agree with the statement arguing that many Christian kingdoms were at risk due to domestic conflicts and issues with royal succession. They may also argue that the political instability caused by the competition among Christian kings prevented the building of a united front against Muslims. The Crusades also provoked instability and division within kingdoms, and sparked protest from the populations that bore the bulk of the costs as the Crusades were financed via taxation. Students may challenge the statement arguing that Christians feared the powerful and professional Muslim armies. The economic power of Muslim kingdoms and their competitive currency was also a factor that caused fear in Christian lands, as well as their control of trade in the Mediterranean. Students may also point out that the existence of large Muslim communities living under Christian rulers was also a factor that provoked fear and distrust. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. Evaluate the contribution of Jews to financial activity in medieval Europe.

The question requires that students will evaluate the contribution of Jews to financial activity in Medieval Europe. During the Middle Ages, Jews were banned from owning land and carrying out artisan activities in many places. This led them to focus on financial activities. Students may discuss their cultural background and knowledge, especially in mathematics, which facilitated their participation in activities like trade, banking and money- lending. Jews were often involved in financial activities supporting long-distance trade including Europe, North Africa and the Middle East. They played a key role in the economic growth of European cities and facilitated cultural and technological exchanges. Students may point out that Jews were instrumental in the development of banking. Due to religious restrictions on Christians lending money with interest, Jews often filled this economic function providing loans to monarchs, nobles, and merchants. They also performed a financial role in royal courts and bureaucracy as officials responsible for the collection of taxes. Students may point out that regardless of their contributions, the financial activities of Jews were often viewed with hostility, persecution, and accusations of usury and exploitation that resulted in some cases in expulsions and pogroms. Students’ opinions and conclusions will be presented clearly and supported with appropriate evidence.

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

The question requires that students make an appraisal of the causes of the decline of ducal Burgundy. Some might argue that the decline began with the formation of a loose alliance of the Swiss, Lorraine and Austria against Charles the Bold's ambitions, which eventually led to his death at the Battle of Nancy in 1477. Another reason for the decline was that Charles had no male heir and his daughter Mary married Maximilian of Austria. Consequently, some Burgundian territories came under Habsburg rule and the rest were absorbed into France. It could be argued that Charles' attempts to annex Lorraine and link the north and south of Burgundy alienated potential supporters. He lacked allies, as Edward IV of England cancelled his promised help, after the Treaty of Picquigny 1475 ended the Hundred Years War. Arguably, his attempts to gain full independence from France left him isolated to some extent. Some might point out that Burgundy was bound to decline because of its vulnerable position between Habsburg territories and the increasing power of France. Arguably it was dynastic weakness in combination with increasingly powerful neighbours that led to the decline of ducal Burgundy. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

6. To what extent did the Wars of the Roses undermine royal authority in England?

The question requires that students consider the extent to which the various stages of the wars weakened royal power. Arguably the various monarchs' inability to resolve the conflict between York and Lancaster undermined royal authority in general. It was not until the marriage of Henry VII and Elizabeth of York that the conflicts ended. Some may point out that royal authority under Henry VI was already weakened because of defeat in France, the rivalry between York and Somerset, and Henry's mental illness. In the first reign of Edward IV his authority was undermined by over mighty subjects such as Warwick who expected greater influence. In the second reign of Edward IV royal authority was largely re-established. Some may argue that conflict had little to do with the removal of Edward V which was a consequence of Richard III's ambitions. Others may argue that Richard took the throne because an underage King was weak and there was a danger of renewed conflict. Arguably, Richard III's claim lacked legitimacy and thus undermined royal authority; many of the nobility sided with Henry Tudor when he challenged Richard for the throne. Students' opinions and conclusions will be presented clearly and supported with appropriate evidence.

Section 4: The Renaissance (c1400–1600)

7. “The importance of Lorenzo de Medici as a patron of the arts in 15th century Italy was limited.” Discuss.

The question requires that students offer a considered and balanced review of the statement that the significance of Lorenzo de Medici as a patron of the arts in 15th century Italy was limited. Students may agree with the statement arguing that the Renaissance and promotion of the arts were underway before the Medici family came to power in Florence. They may also point out that other important patrons played a major role promoting the arts, such as the Church and various Popes. Students may challenge the statement arguing that Lorenzo de Medici’s patronage and political support of the arts helped to catalyse the Renaissance into a fully-fledged cultural movement supported by his wealth and influence. They may also point out the importance of Lorenzo de Medici’s influence in encouraging his countrymen to commission works from the leading artists of Florence, including Leonardo da Vinci, Sandro Botticelli and Michelangelo Buonarroti. Lorenzo de Medici’s dominance over the city government allowed him to promote Florentine art, commissioning important works. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. Examine the factors that contributed to the spread of the Renaissance in **one** European country (excluding Italy, Burgundy and Germany).

Students will consider the factors that contributed to the spread of the Renaissance in **one** European country excluding Italy, Burgundy and Germany. As a factor contributing to the spread of the Renaissance, students may discuss the importance of economic growth and the opening of new trade and communication routes between countries that facilitated the circulation of artefacts, artists and ideas. They may also discuss the fall of Constantinople and the expulsion of scholars who brought their knowledge to the West. The development and spread of the printing press also had a great impact, facilitating the dissemination of knowledge in different countries. Students may also argue that the expansion of the Habsburg domains created a Europe wide empire where the new ideas and styles circulated. They may also examine the role played by the silver and gold brought from the Americas that made possible the promotion of artists and art works in European cities. Students may also consider the influence of Italian fashion in art and architecture and the desire to imitate them. Students’ opinions and conclusions will be presented clearly and supported with appropriate evidence.

Section 5: The Age of Exploration and its impact (1400–1550)**9. Examine the impact of the exploration of the west coast of Africa on European states.**

The question requires that students examine the impact of the exploration of the west coast of Africa on European states. Students may point out that the goal of the exploration was to enable the traders in the north to deal directly with the west coast. The Portuguese succeeded in setting up this trade and were among those who benefitted from the interchanges on the “Gold Coast”. Their exploration led to the establishment of forts and trading posts that became centres for commerce for other states. Students may also point out that the exploration of the west coast of Africa reshaped the European knowledge of the geography of the world and its sea-routes, allowing them to reach India. The exploration also triggered tension among European states that impacted on their diplomatic relations. For example, students may argue that the exploration of Africa and the arrival of Columbus in the Americas fuelled competition between Portugal and Spain, leading to a papal intervention that divided the non-Christian parts of the world between the two powers. This rivalry and the results of exploration also fuelled the early colonial ambitions of the Netherlands. The opportunity of imposing Christianity and other cultural practices from the European states, could also be part of the discussion. Students’ opinions and conclusions will be presented clearly and supported with appropriate evidence.

10. “Developments in cartography and navigation played a limited role in Spanish and Portuguese exploration.” Discuss.

The question requires that students consider the merits, or otherwise, of the statement that cartography and navigation played a limited role in Spanish and Portuguese exploration. Students may agree with the statement arguing that economic conditions and the contributions of wealthy kings, nobles and merchants were the most important factors that enabled exploration. They may also discuss other reasons that triggered exploration such as: the interest in conquering new lands, in finding new sea routes, and in researching flora and fauna unknown in Europe. Students may challenge the statement arguing that ships were important enablers of exploration. The new *naos* allowed longer voyages and the new caravels were able to navigate rivers and shallow waters, making them useful for coastal exploration. They may also discuss the developments in astronomy, charts and the use of devices like the astrolabe, quadrant and magnetic compass that helped exploration. Improvements in nautical charts and maps were also vital for navigation. Students may discuss the importance of the Donis map projection invented by Nicolaus Germanus, and the contributions of important cartographers like Juan de la Cosa, Diogo Ribeiro, and Gerardus Mercator. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 11.** “Corruption within the Catholic Church was not the main reason for the emergence of the Reformation.”
To what extent do you agree with this statement?

This question requires students to consider the merits, or otherwise, of the statement that corruption within the Catholic Church was not the main reason for the emergence of the Reformation. Students may agree with the statement arguing political conflicts and the opposition generated by the involvement of the papacy in political life in Europe were more important reasons. The papacy was in a weak position faced with several rulers who were supporters of national churches. Arguably many monarchies were interested in taking lands that were under Church control, and they often used the accusation of corruption as a way of undermining papal authority. Students may also discuss the tensions between Charles V and German princes who sponsored the Reformation to ensure their independence. Students may challenge the statement referring to several practices that involved the Catholic Church in acts of corruption such as simony, nepotism, accumulation of wealth. They may also discuss the religious debate, especially regarding the afterlife, where arguably Protestantism gave clearer answers than Catholic scholars. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 12.** Evaluate the contribution of the Diet of Speyer (1526 and 1529) in spreading Lutheran ideas in Germany.

This question requires that students make an appraisal of the contribution of the Diet of Speyer (1526 and 1529) in spreading Lutheran ideas in Germany. Speyer was host to four meetings where religious, political and military issues became intertwined. Students may point out that Emperor Charles V, who wanted the suppression of Lutheranism, needed the support of the princes of Germany in his struggle against the Frankish-Ottomans, but several German princes were Lutherans and would not give their support until religious suppression ended. The negotiation celebrated in 1526 consolidated the Reformation in Germany, allowing the German princes to order ecclesiastical affairs according to their conscience. Students may also point out that Charles V stepped back from the anti-Lutheran Edict of Worms. However, the meeting celebrated in 1529 had a Catholic majority and passed legislation to end all toleration of Lutherans in Catholic districts. This provoked the emergence of five princes and fourteen cities (known as Protestants), contributing to the spread of Lutheran ideas. Students may also evaluate the role played by the papal delegates regarding the Edict of Speyer of 1529; their request to re-establish the papal hierarchy in states enjoying religious freedom, and the attempts to stop new conversions that impacted on the spread of Lutheranism. Students’ opinions and conclusions will be presented clearly and supported with appropriate evidence.

Section 7: Absolutism and Enlightenment (1650–1800)

- 13.** “Enlightenment ideas had very little impact on politics.” Discuss with reference to **two** of the following: Germany, England, Scotland, France, Spain, the Dutch Republic or Italy.

The question requires that students offer a considered and balanced review of the impact of Enlightenment ideas in their chosen exemplars. They might consider the gradual impact of Enlightenment ideas over the whole period perhaps making reference to the gradual reduction of clerical influence in government and politics in their exemplars. It could also be argued that the notions of individual liberty and social equality contributed significantly to political change as in the case of France. The emergence of an educated bourgeoisie in many countries had an impact on politics as they asserted their right to participate, although in some case the political impact was gradual. Some might agree with the statement arguing that in the case of Enlightened despots such as Frederick II enlightenment ideas led to some reforms and made the state more efficient but had little impact on politics as he retained full political power. Whatever approach is taken, responses should link their arguments to enlightenment ideas and specific political change, or not, in their chosen exemplars. Students’ opinions and conclusions will be stated clearly and supported with appropriate evidence.

- 14.** To what extent was there significant agricultural change during the Enlightenment?

The question requires that students consider whether there was significant agricultural change between 1650 and 1800. Some may argue that there was significant agricultural change, with the gradual introduction of more mechanized farming methods invented by individuals such as Jethro Tull. The introduction of new crops and livestock breeding methods were also significant changes in agriculture. Some may point out that enclosure of separate plots and common land into more consolidated larger farms led to more efficiency in farming. However, it could also be pointed out that this was largely confined to England and to some extent Scotland. To argue against the idea of change it could be pointed out that in most of Europe there was very little attempt to modernize agriculture with the introduction of machinery and new methods until the mid-to-late-19th century. Belgium and Holland were exceptions to this lack of change as their particular circumstances encouraged agricultural innovation. Some may point out that there was limited agricultural change because there was limited social and political change or that agricultural change went hand in hand with industrial developments. Students’ opinions and conclusions will be presented clearly and supported with appropriate evidence.

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

15. To what extent were the actions of Robespierre responsible for the Thermidorean reaction?

The question requires that students consider the impact Robespierre's actions had on politics by 1794. Some may argue that the extreme radicalism of Robespierre and his supporters including dechristianization and the ruthless removal of any perceived enemies during the Terror gradually turned moderates against him. Robespierre alienated members of different political factions who had initially supported the Revolution such as the Dantonists who wanted to end the war and the Terror, also the Hebertists who wanted further social revolution. After the execution of Hebert and Danton, many members of the National Convention feared they might die next. To some extent it was Robespierre's radical policies that lost him support. Or it could be argued that the situation for France was becoming less critical. France had had some military success and was attacking the Netherlands; internal revolts had also been crushed and there was no longer the need for the Committee of Public Safety to have such immense power. The National Convention was reasserting its authority. There was also increasing hostility to the Radicals throughout France, the middle classes wanted order and stability and the Catholics disliked the secularization of the republic. Students' opinions and conclusions will be presented clearly and supported with appropriate evidence.

16. Discuss the impact of Napoleon I's domestic policies on French society and economy.

The question requires that students consider the ways that Napoleon I's domestic policies affected French society and the economy. For balance there should be consideration of both positive and negative impacts. To argue that Napoleon's domestic policies were positive there may be reference to the Code Napoleon, the establishment of the Banque de France which established legal and financial stability. There could also be mention of a more meritocratic society particularly in the military. The 1801 Concordat clarified the position of the Catholic Church which reconciled Catholics to his regime. Arguably his domestic policies led to stability and clarity after the chaotic 1790s. To argue that policies were not beneficial there could be discussion of the re-establishment of a hierarchical society with the creation of new titles and honours establishing an elite of Notables. The establishment of the lycées led to educational improvement but they were largely the preserve of the bourgeoisie, and little was done to educate the poor. Policies such as the extension of censorship and the use of secret police against possible opposition were not beneficial. It could also be pointed out that the legal policies re-established paternal authority within the family and women's rights were limited. Students' opinions and conclusions will be presented clearly and supported with appropriate evidence.

Section 9: France (1815–1914)

17. To what extent were economic factors the main cause of the 1848 Revolution?

The question requires students to consider a range of factors that caused the 1848 Revolution and to judge how important economic issues were. Discussion of economic factors could include poor living conditions, low wages and the rapid growth of industrial towns such as Roubaix. Urban workers tended to experience irregular employment. By 1846 a third of Parisian workers were destitute because of the economic crisis of 1846/7. There were also poor harvests in 1845 and 1846, all leading to discontent with the regime as food prices doubled. There was increasing criticism of Guizot's government with accusations of corruption. The decision to ban the Banquet Movement led to demonstrations in Paris and clashes between troops and the largely working-class demonstrators. When the National Guard refused to help, Louis Philippe abdicated. Another factor which may have contributed to the 1848 revolution was the emergence of more radical opposition movement demanding social change such as the Socialists under Louis Blanc. There was a reemergence of Bonapartism especially as Louis Philippe's foreign policy was perceived to be mostly a failure over issues such as Belgian independence, the Mehmet Ali crisis and the Spanish Marriages. Arguably the underlying cause was the weak economy. Students' opinions and conclusions will be clearly presented and supported with appropriate evidence.

18. "Napoleon III's foreign policy was mostly successful." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the view that Napoleon III pursued a successful foreign policy. Arguments agreeing with the statement could point to the successes in the 1850s. Evidence could include French involvement in the Crimean War, hosting the Congress of Paris, improved French relations with Britain indicating an improvement in French status in Europe. France was influential in Egypt (de Lesseps and the Suez Canal) and France gained colonies in Africa. His support for Piedmont was a success both militarily and in gaining Nice and Savoy. This success continued in the early 1860s with French influence established in Indochina and Syria as well as trade treaties with Britain (Cobden–Chevalier Treaty). However, there were failures by the mid-1860s particularly in Mexico where the execution of Maximilian caused tensions with Austria. His failure to resist the rise of Prussia and attempts to do deals with Bismarck over the Rhineland increased French isolation. Although initially successful over the Hohenzollern candidature, the furore over the Ems Telegram meant that he was pushed into declaring war on Prussia and the subsequent defeat led to the end of the Second Empire. Students' opinions and conclusions will be clearly expressed and supported with appropriate evidence.

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

19. Evaluate the impact of the 1884–1885 Electoral Reform Acts on the political parties.

The question requires that students make an appraisal of the impact of electoral Reform legislation on political parties. Responses may set the reform in context, pointing out that the 1867 Reform Act had done little to enfranchise the rural population and that in rural areas the political power of landlords remained significant. Despite previous reforms there were still major discrepancies in the distribution of parliamentary seats with some small constituencies such as Tiverton having two MPs, the same as large industrial areas. The Reform Act in 1884 meant that two thirds of adult males were enfranchised, and the Redistribution Act 1885 ensured that 647 out of 670 seats became single member constituencies. The Acts had a significant impact on both the Liberal and Conservative parties. With the emergence of the first past the post system they had to become more organized, and the Conservatives could no longer rely on the influence of landlords in rural areas. Local party organizations began to emerge for both major parties. Some might point out that the end of two member constituencies meant the Liberals could no longer stand a Radical and a Whig for the same seat. This meant that in the parliamentary party Whig influence diminished in the Commons with the Radical wing becoming more dominant. Arguably the reforms had a significant impact on political parties as they had to gain the support of a much larger electorate and to do this, they had to become more organized throughout the country. Students' opinions and conclusions will be clearly expressed and supported with appropriate evidence.

20. To what extent did the Irish Home Rule crisis threaten political stability before the First World War?

The question requires that students consider the extent to which the Irish Home Rule crisis had an impact on political stability. Students may point out that although the Liberal Governments were committed to Home Rule it was not a priority for Asquith until he needed the support of the Irish Nationalists to ensure the passage of the 1910 Parliament Bill. The Third Home Rule Bill was introduced in 1912 but defeated in the Lords. The situation in Ireland had altered with the emergence of Sinn Féin which wanted a swift move towards Home Rule and a republic, but this demand was opposed by the Ulster Nationalists under Carson. The Conservatives encouraged Ulster Unionist militancy in an attempt to destabilize Asquith's government. Bonar Law seemed to be encouraging armed rebellion against the legal government. Carson established the Ulster Volunteers. The nationalists set up the Nationalist Volunteers. Asquith dithered over partition and in the meantime tensions were exacerbated by the Curragh Mutiny and the Larne and Howth Gun running incidents. Ireland seemed on the brink of civil war and despite attempts to compromise over Ulster nothing was settled when war broke out in August 1914. Arguably the crisis led to great political instability both in Ireland and Westminster. Students' opinions and conclusions will be clearly expressed and supported with appropriate evidence.

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

21. To what extent did the Congress of Vienna contribute to the emergence of German nationalism?

The question requires that students consider the merits of the view that the Congress of Vienna contributed to the growth of German nationalism. Some may argue that ideas of German nationalism pre-dated the Congress of Vienna, as various German states and particularly Prussia fought against Napoleon. The territorial settlement at Vienna which reduced the number of German states to 39 within the German Confederation showed an acceptance of the notion of “Germanness” as Austria’s non-German territories were excluded. Others might argue that Metternich’s system of repression (Carlsbad Decrees) stimulated the growth of nationalism post-1815 and that the structure of the Confederation meant that educated professional classes began to believe the only way to achieve political influence was in a united Germany. Some might argue that economic issues were a greater stimulus to German nationalism; a limited Zollverein was set up in 1818 and in 1834 a more effective Zollverein emerged under Prussian leadership. Austria did not join, and German nationalists began to look toward Prussia as the focus of unified Germany. Arguably the territorial settlement agreed at Vienna began the moves towards a unified Germany, but other factors were significant. Students’ opinions and conclusions will be stated clearly and supported with appropriate evidence.

22. “Foreign influence was the key factor in enabling Italian unification by 1871.” To what extent do you agree with this statement?

The question requires that students consider how significant foreign influence was in the process of unification. To challenge the statement there may be discussion of the leadership of Piedmont under Cavour and Victor Emmanuel II which established the Kingdom of Italy by 1861, arguing that French help was relatively limited and that it was Cavour who persuaded the Central Duchies to join the new state. Others could argue that it was a combination of factors which led to unification. Foreign influence was important but support for unification had been growing within Italy and that leaders such as Garibaldi saw unification as more important than republicanism. Some may point out that after 1861 it was only a matter of time before Venetia, Rome and the remnants of the Papal States joined. To argue for the importance of foreign influence there may be reference to the support from France (Pact of Plombières), French troops in the Second War of Independence, the British fleet giving tacit support to Garibaldi and Prussia ensuring Italy gained Venetia in 1866. Some might point out that French withdrawal from Rome in 1870 meant that Rome became the capital of Italy. Students’ opinions and conclusions will be clearly expressed and supported with appropriate evidence.

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

23. Compare and contrast the domestic policies of Alexander II and Alexander III.

The question requires that students give an account of the similarities and differences between the domestic policies of the two Tsars. Both were determined to maintain autocracy; Russian dominance; and economic growth. The major contrast was that Alexander II was seen as a reforming Tsar whereas Alexander III sought to reverse some of the liberalizing reforms of his father. Many of Alexander II's reforms were designed to strengthen the monarchy. The emancipation of the serfs was intended to quell peasant unrest as were the establishment of the Zemstva and the town Dumas. Alexander III's establishment of the post of Land Commandant reinforced Tsarist authority as did his strengthening of censorship and the Third Section. Alexander II had also, in the middle of his reign, become reactionary but was considering constitutional change by 1881; whereas Alexander III opposed it. Both Tsars were keen to modernize Russia's economy through expanding the railways; encouraging the growth of factories; and increasing production of major industries. However, Alexander III was more successful – with the help of Witte, the production of pig iron and coal tripled and oil production significantly increased. Students' opinions and conclusions will be clearly expressed and supported by appropriate evidence.

24. Evaluate the success of Stolypin's economic and political policies after 1905.

The question requires that students make an appraisal of the success of Stolypin's economic and political policies after 1905. Students may argue that his repression and the erosion of power of the Dumas meant that autocracy retained ultimate political power, and that "Stolypin's necktie" led to revolutionary opposition and diminishing support for the Tsar. They may consider the success of his economic policies for example the encouraging of further industrialization; foreign investment/trade; and government investment in railways. The industrial workforce reached six million by 1912 but only 6% of exports were manufactured goods. Some may reflect on his agricultural policies. The aim of Stolypin's land reform was to encourage industrious peasants to acquire their own land, and ultimately to create a class of prosperous small farmers that would be a stabilizing influence in the countryside and would support the autocracy. Agricultural output and peasant land ownership increased, but by 1916 only two million peasants had their own land and agriculture remained backward and unmechanized. Peasant income was very low, and land hunger remained. They may argue that his policies were too little too late and that after his death there were many outbreaks of discontent, such as the Lena Goldfields strikes, suggesting that his policies had limited success. Students' opinions and conclusions will be clearly expressed and supported by appropriate evidence.

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

25. “The assassination of Franz Ferdinand was the main reason for the outbreak of war in 1914.” To what extent do you agree with this statement?

The question requires that students consider to what extent the assassination of Franz Ferdinand was the main reason for the outbreak of war in 1914. Some may suggest that the death of Franz Ferdinand was the spark that led to war. Students may argue that the assassination of its heir presumptive on June 28th 1914 gave Austria–Hungary the opportunity to settle some old scores and with Germany's support, (the Blank Cheque) to take a hard line against Serbia. Austria–Hungary issued Serbia a harsh ultimatum and broke off diplomatic relations. Within days, Germany declared war on Russia – Serbia's ally – and invaded France via Belgium, which then caused Britain to declare war on Germany. Thus, failure to resolve the July crisis brought the Alliance system – Triple Entente and Triple Alliance – into play thereby escalating a dispute in the Balkans into a European and later world war. Some may point out that previous crises such as Morocco or Bosnia had been successfully managed and war avoided. Other factors may be considered as important for example nationalism, militarism, colonial rivalry. Students' opinions and conclusions will be clearly expressed and supported by appropriate evidence.

26. “Domestic instability was the main reason that Germany asked for an armistice in 1918.” To what extent do you agree with this statement?

The question requires that students consider to what extent domestic instability was the main reason that Germany asked for an armistice in 1918. Evidence of domestic instability could include the “Turnip Winter” and food riots; major disturbances in industrial areas in January to February 1918; and the Kiel Mutiny October 1918. Increasing starvation and worsening conditions caused by the Entente blockade, and escalating strike activity combined to create the fear of revolution. Some may argue that other factors were more important. With the surrender of the Ottoman Empire and of the Austro-Hungarian Empire, Germany was isolated but still hoped for a negotiated peace that would enable it to maintain its pride and avoid invasion. Students may suggest that Germany's political and military situation was so weak that they feared being conquered. There was increasing awareness of the strength of the allies and the worsening military situation including the entry of the US; the failure of the Ludendorff Offensive; and the Battle of Amiens. There was a belief that peace negotiations would be based on Wilson's 14 Points. Students' opinions and conclusions will be clearly expressed and supported by appropriate evidence.

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

27. To what extent was there significant resistance to Hitler in Germany between 1933 and 1939?

The question requires that students consider to what extent there was significant resistance in Germany to Hitler between 1933 and 1939. They may discuss political opposition such as the SPD vote against the Enabling Bill and the activities of SOPADE. Some may mention early resistance from the traditional right and conservatives in the military including the Reichswehr's reluctance to merge with the SA. Others may suggest that there was opposition to Hitler from ordinary German workers, often arranged by communists, that played an important role in strikes in 1935 and 1936. Resistance was also organized by religious groups such as Protestant pastors who formed the Confessional Church in opposition to Hitler's Reich Church and Jewish groups formed in opposition to the discriminatory policies. Mention may be made of the role of groups of young people like the Edelweiss Pirates and Navajos that evaded the Hitler Youth and avoided conscription. Students may argue resistance was limited because of the coercive nature of the state, for example the Gestapo; the suppression of political parties and trade unions by July 1933; and the state control of press and radio by 1933. Some may suggest there was limited resistance because the regime was popular with most Germans. Students' opinions and conclusions will be clearly expressed and supported by appropriate evidence.

28. To what extent was Primo de Rivera's government successful between 1923 and 1930?

The question requires that students offer a considered and balanced review of the successes and failures of Primo de Rivera's government between 1923 and 1930. Successes might include public works schemes such as new roads, the extended railway network and hydro-electric schemes. These led, for a time, to near-full employment. He also provided cheap housing for workers. Students may discuss his expanded labour laws and the fact that women became an increasing percentage of the work force. However, women were still barred from voting and when the 1929 crash hit the Spanish economy he was unable to carry on with reforms. Answers may suggest that his attempt to reform the promotion system in the army and his failure to address their grievances over low wages and obsolete weapons lost him the support of the army. He did little to improve the condition of industrial workers and agricultural labourers and his complicated bureaucratic control of industry lost him the support of capitalists. His war against rebels in Spanish Morocco was a severe drain on the economy and Spain's military. In the end he faced attacks from republicans and the left and lost the support of the right and the king. Students' opinions and conclusions will be clearly expressed and supported by appropriate evidence.

Section 15: Diplomacy in Europe (1919–1945)

29. To what extent did the organization and structure of the League of Nations contribute to its failure?

The question requires that students consider to what extent the organization and structure of the League of Nations contributed to its failure. Students may discuss the membership of the League with several important powers not joining or leaving the League at key points. The absence of the US deprived the League of a powerful member and limited the impact of its sanctions. The League had no army and was too weak to make major powers do as it wished. The structure led to slow decision making. The Assembly could only make a decision by a unanimous vote and all the permanent members of the Council had a veto. However, some may argue that the specialized agencies such as the ILO (International Labour Organization) were not failures. Other factors which may be mentioned are the impact of the Great Depression; the League often being bypassed thereby undermining its effectiveness (for example the Conference of Ambassadors). Some may conclude that it was designed to function effectively in an international context that desired peace and the 1930s were too unstable and dominated by aggressive powers such as Germany and Italy for the League to be a success. Students' opinions and conclusions will be clearly expressed and supported by appropriate evidence.

30. Evaluate the reasons for the defeat of the Axis powers in Europe in the Second World War.

The question requires that students make an appraisal of the reasons for the defeat of the Axis powers in Europe. Students may argue that the Axis powers could not sustain a long war whereas the Allies had the resources of the US, Soviet Union and the British Empire. Italy was weak economically and militarily and Germany was obliged to support her, thus overstretching her own resources. Some may discuss the issue of effective military leadership-both Hitler and Mussolini interfered with key military decisions. Answers may discuss the strategic mistakes of the Axis powers, such as overstretching their resources in the Mediterranean and North Africa; Germany's decision to bomb cities and industrial centers during the Battle of Britain; launching Operation Barbarossa while Britain was undefeated; and declaring war on the United States. Others may mention the importance of the Allied decision to concentrate on the Battle of the Atlantic and naval and airpower; the Soviet "scorched earth" strategy; and the opening of the second front (D-Day). The Allies were also able to more effectively establish a War Economy with the civilian population mobilized to support the war effort. Students' opinions and conclusions will be clearly expressed and supported by appropriate evidence.

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

31. Discuss the successes **and failures of Stalin's regime in the Soviet Union from 1945 to 1953.**

The question requires that students offer a considered and balanced review of the successes and failures of Stalin's regime from 1945 to 1953. Students may suggest a significant success of the regime was economic recovery in terms of industrial production with focus on the extraction of petroleum; the production of steel and motor vehicles; telecommunications; chemicals; electronics; mining; and defence industry. Some may argue that one of his successes was the establishment of Soviet dominance over Eastern Europe through the establishment of satellite states. Students may also consider that it was a success for him that he remained unchallenged in power, he sidelined potential rivals such as Zhukov. He increased his control of the party with renewed purges during the Leningrad Affair. They may argue that his failures involved agriculture which remained underproductive and was severely affected by theories such as Lysenkoism. Nuclear developments created a challenge to Soviet industry as did the impact on the Soviet economy posed by the eastern European countries. The Fifth Five-Year Plan continued with centralized planning and resulted in inefficiencies and shortages which contributed to social and economic hardships for many citizens. Students' opinions and conclusions will be clearly expressed and supported by appropriate evidence.

32. To what extent was Khrushchev's foreign policy successful in the years 1953 to 1964?

The question requires that students consider to what extent Khrushchev's foreign policy was successful in the years 1953 to 1964. Students may suggest that the main aim of his policy was to maintain the position of USSR as a superpower while pursuing a policy of peaceful coexistence with the West. Some may see the avoidance of nuclear conflict as his main success: he attended summit meetings, he agreed to the Test Ban treaty and ; he agreed to the establishment of a hotline. However, he would not allow the security of the Soviet Union to be threatened – he crushed the Hungarian Uprising in 1956; continued the arms and space race; challenged the US over the U2 Crisis in 1960; built the Berlin Wall in 1961; and challenged the security of the US in the Cuban Missile Crisis in 1962. It may be argued that the Cuban Crisis threatened world peace; the U2 Crisis ended the Paris Summit and increased the mistrust between the superpowers; and the arms race threatened peace with the number of nuclear weapons becoming known as Mutually Assured Destruction (MAD). Students' opinions and conclusions will be clearly expressed and supported by appropriate evidence.

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

33. Evaluate Adenauer’s success in resolving political challenges in West Germany between 1949 and 1963.

This question requires that students make an appraisal of the success of Adenauer in resolving political challenges in West Germany between 1949 and 1963. Adenauer played an important role in the formation of the Christian Democratic Union (CDU) at the end of the war. In 1946, Adenauer was appointed chairman in the British zone of occupation and in 1949 he became chairman for the whole of West Germany. Support for Socialist ideas was a challenge, and the political platform of the CDU supported a number of policies that were socialist in nature. Adenauer acted pragmatically, accepting them to ensure the unity of the country. They may also evaluate the challenges Adenauer faced in the field of foreign affairs opposing the expansion of communism into Western Europe. He also faced challenges trying to rehabilitate Germany and improving Germany’s relations with its European neighbours. Students may also discuss the criticism Adenauer received of the terms under which he secured West Germany’s membership in the EEC. His competition with the minister of economic affairs, Erhard, could also be part of the response. Students may also point out that after losing several seats in the Bundestag in 1961, Adenauer invited the Free Democratic Party (FDP) to take part in a coalition. The FDP made Adenauer promise to relinquish the chancellorship before the end of the new term in return for their support. Students’ opinions and conclusions will be stated clearly and supported with appropriate evidence.

34. “Political cooperation successfully resolved internal tensions during the transition to democracy in Spain.” Discuss.

The question requires that students offer a considered and balanced review of the statement that political cooperation successfully resolved internal tensions during the transition to democracy in Spain. Students may support the statement pointing out that the transition was the product of an alliance between moderate factions within the elites, the new King, and opposition groups who agreed to call elections and establish a fully-fledged democratic regime. They may also discuss the dissolution of the Francoist Parliament, the legalization of political parties, the call for democratic elections, and the signing of pacts to solve the economic crisis. The approval of a democratic Constitution in 1978 was also the result of successful political agreements, as well as the recognition of nationalities and the creation of “autonomous communities”. They may also emphasize the role played by Suárez, and the formation of the Democratic Convergence Platform. Students may challenge the statement citing the short administration of Carlos Arias Navarro as Prime Minister. They may also refer to the economic crisis that led to public mobilizations and instances of political violence, and the instability in the Basque Country where separatist groups resumed armed confrontation. The response to the *coup d’état* attempted in 1981 could also be part of the response. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

35. To what extent did COMECON and the Warsaw Pact achieve their aims?

The question requires that students consider the extent to which COMECON and the Warsaw Pact achieved their aims. COMECON (1949) was an economic organization of Soviet-bloc countries to encourage interdependence in trade and production. The Warsaw Pact (1955) was created in reaction to the integration of West Germany into NATO and with the aim of ensuring mutual and collective defence. In the case of COMECON, students may argue that it achieved little. Its agreements enforced the dependency of satellite countries on the Soviet Union. They may also point out that while the plan was for COMECON to be a forum for coordination of national economic plans, it enabled Soviet intervention in member states, especially in foreign trade. Regarding the Warsaw Pact, students may point out that it led to an expansion of military forces and the integration of the Eastern bloc. They may also argue that even if the Warsaw Pact did not engage in direct combat with Western powers, it acted strategically and militarily to contain Western influence. Students may discuss the role played by the Warsaw Pact forces in response to unrest as in the case of the Prague Spring in Czechoslovakia. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

36. "Repression had limited impact between 1945 and 1968." Discuss with reference to **one** of the following countries: East Germany, Poland, Hungary or Czechoslovakia.

The question requires that students offer a considered and balanced review of the statement that repression had limited impact between 1945 and 1968 with reference to **one** country: East Germany, Poland, Hungary or Czechoslovakia. Students may disagree with the statement referring to events such as the Prague Spring and its impact on Czechoslovakia.. They may also consider the protests that took place in Poland and Hungary and the impact of repression. The Hungarian Revolution may be discussed with an evaluation of its impact both upon emigration, as well as the repression that followed. The circulation of prohibited music, literature, and arts as well as listening to the radio transmissions of Voice of America may be mentioned as an indication of resistance and limited success of repression. Students may also challenge the statement referring to the Show Trials in many Eastern European countries and their impact in silencing opposition. Khrushchev's Secret Speech (1956) helped to weaken opposition to Communist hierarchies. In East Germany, the impact of the suppression of the Berlin Riots (1953) led to emigration and the building of the Berlin Wall (1961). Students may also discuss in the different exemplar countries the impact of the secret police, persecution including the use of informers within families and places of work. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.
