

Markscheme

November 2025

History

Higher level

Paper 3 – history of Europe

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Apply the markbands that provide the “**best fit**” to the responses given and **award credit wherever it is possible to do so**. If an answer indicates that the demands of the question are understood and addressed but that **not all implications are considered (for example, compare or contrast; reasons or significance; methods or success)**, then examiners should not be afraid of using the full range of marks allowed for by the markscheme. Responses that offer good coverage of some of the criteria should be rewarded accordingly.

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; 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 was there significant social and economic change in Germany between 1815 and 1848?

The question requires that students consider the extent of social and economic change within the timeframe. Some might argue that there was significant economic change in Germany post-1815 as there was increasing industrialization. German industry had to develop to compete with other powers such as Britain. Others might argue that this process varied within the German regions. Industrial growth occurred in the Rhineland, the Ruhr and Saxony which had raw materials and good transport links. Whereas areas such as Thuringia, East and West Prussia remained largely agricultural with little economic change. In all the German states society still remained hierarchical although there were some reforms for example the continuing process of liberating peasants from serfdom. In some areas there still remained a semi-feudal structure, for example in the Junker estates of east Prussia. Most German states had a hereditary ruler or monarch. Arguably one of the most significant changes was the continued growth of an educated bourgeoisie who argued that their economic power should lead to some political influence. The most significant economic change came after 1848. Students' opinions and conclusions will be clearly expressed and supported with appropriate evidence.

22. Evaluate the contribution of Cavour to the establishment of the Kingdom of Italy by 1861.

The question requires that students weigh up Cavour's importance in the process of setting up the new kingdom. Arguably Cavour's policies were central to setting up the Kingdom whereas others may argue that the actions of Garibaldi were significant or even that without the support of Victor Emmanuel II, Cavour may not have been successful. There could be some discussion as to whether Cavour wanted a unified Italy or merely a strong Northern Italian kingdom. To argue for Cavour's importance there may be reference to policies to strengthen and modernize Piedmont via economic reform and trade treaties. There could be discussion of his political skills, he raised the question of Italy in Paris and gained France as an ally for Piedmont, (Pact of Plombieres 1858), he also convinced the Central Duchies to vote to join Piedmont in plebiscites which made the process more acceptable to other powers. Thus by 1861 Cavour had established a much larger powerful Piedmont. Some may argue that Garibaldi's expedition to Sicily and the subsequent threat to the Papacy and fear of republicanism forced him and Victor Emmanuel II to intervene and establish a larger state than he wanted. 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. To what extent was Alexander III's rule repressive in the years 1881–1894?

The question requires that students consider to what extent Alexander III's rule was repressive in the years 1881–1894. Some may argue that throughout his reign, Alexander III sought to reverse the liberalising reforms of his father. His policies centred around concepts of orthodoxy, autocracy, and nationalism. In 1881 he issued the Manifesto of Unshakable Autocracy. He refused to enact the Loris–Melikov reforms designed to introduce a truly representative form of government. His laws of 1890 and 1892 restricted the franchise. Alexander restored the position of the nobility in local government by introducing Land Commandants. He restricted access to education; extended censorship; and intensified the policy of Russification. Students may suggest certain elements of his rule were not repressive. For example, by December 1881 he brought all the remaining serfs into the emancipation process, and he lowered redemption payments. In 1883 he introduced the Peasants Land Bank and in 1886 abolished the Poll Tax which helped to reduce the burden on peasants. Between 1882 and 1885, new laws improved the working conditions for women and children and introduced routine factory inspections. Students' opinions and conclusions will be clearly expressed and supported by appropriate evidence.

24. "Stolypin's policies brought stability to Russia in the years 1906–1911." To what extent do you agree with this statement?

The question requires that students consider the extent to which Stolypin's policies brought stability to Russia in the years 1906–1911. They may point out that his policies were a mixture of repression and reform. He hoped that land reforms would increase support for the Tsar and reduce the threat of the Social Revolutionaries. However by 1916 only two million peasants had their own land and peasant income was very low. Stolypin introduced social reforms including doubling spending on health, poor relief and aid for farmers, but land hunger remained. Students may claim that politically, the empire appeared stable, but it could be argued that this was a consequence of the alteration of electoral law to produce a compliant Duma. In 1907, he changed the system for elections to the Duma so only the richest third of the Russia population could vote. Such limitations alienated groups such as the Kadets who wanted a real constitutional monarchy. His economic policies of industrialization contributed to increased support for Bolsheviks and Mensheviks. His repressive policies led to revolutionary opposition and diminishing support for the Tsar. After his death there were many outbreaks of discontent, such as the Lena Goldfields strike, suggesting that his policies had limited success in stabilizing Russia. 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 were social and economic policies effective in maintaining support for the Nazi regime between 1933 and 1939?

The question requires that students consider to what extent social and economic policies were effective in maintaining support for the Nazi regime from 1933 to 1939. Policies introduced by Schacht's New Plan had a significant impact on the economy. Bilateral trade agreements helped heavy industry, but small businesses suffered. Unemployment was reduced to 1.7 million by 1935; high levels of employment maintained support for the regime to some extent. The KDF offered workers opportunities for holiday and leisure that they could never afford before – over 10 million went on holidays in 1938. Despite higher wages the price of goods like food rose by 20% between 1933 and 1939 and lower earners struggled to buy goods. Working hours increased on average, from 43 hours per week to 49 hours in 1939. The DAF completely took away German workers rights. At times there were strikes because of wages not keeping up and poor working conditions. Other social policies that could be discussed include policies on the role of women Kinder Küche Kirche, education and youth policies and anti-semitic policies. In all cases students should discuss the impact of the policies and whether there is evidence of support for the policies and thus the regime. Students' opinions and conclusions will be clearly expressed and supported by appropriate evidence.

28. Discuss the reasons for political polarization in Spain between 1931 and 1936.

The question requires that students offer a considered and balanced review of the reasons for political polarization in Spain between 1931 and 1936. Students may point out that the Republic experienced a period of reforms between 1931 and 1933 many of which were repealed between 1933 and 1936, thus fuelling political polarization. Reforms could include agricultural reform, the Catalan Statute and separation of Church and State. Reasons for polarization could include political ideology; the impact of specific policies; deep social divisions; and various groups protecting their own interests. Some may argue that the key underlying problem was deep social and economic divisions in Spanish society. Azana's reforms did not do enough to satisfy the left but alienated the centre and right and the CEDA dominated governments of 1933–1936 with the crushing of the Asturian Rising and the Bienio Negro increased the hostility of the left. The presence of extreme groups on the right (Monarchists and Falange) and on the left (CNT and PSOE) also contributed to political polarization. The violence associated with politics reduced the possibility of compromise. Students may refer to the lack of democratic culture and experience in party politics that made certain political groups more reactionary and less capable of compromise or negotiation. Students' opinions and conclusions will be clearly expressed and supported by appropriate evidence.

Section 15: Diplomacy in Europe (1919–1945)

29. Evaluate the reasons for the failure of the League of Nations by 1938.

The question requires that students offer a considered and balanced evaluation of the reasons for the failure of the League of Nations by 1938. Students may argue that the League was undermined from the outset or that world events during the 1930s overwhelmed it. They may suggest that the League was designed to function in an international context that desired peace and that the 1930s were too unstable and dominated by aggressive powers for the League to be effective. Areas for evaluation could include the membership of the League with several important powers such as the US not joining and others leaving the League at key points. Mention may be made of the League's structure which resulted in its slow decision-making processes and the fact that the League was often by passed undermining its effectiveness (Conference of Ambassadors). Answers may consider the League's weak response to various crises such as Corfu, Abyssinia and explain the reasons why they happened. The impact of the Great Depression and the policies of France and Britain and their impact on the League may be discussed. Students' opinions and conclusions will be clearly expressed and supported by appropriate evidence.

30. To what extent did strategic decisions contribute to the victory of the Allied powers in Europe in 1945?

The question requires that students consider to what extent strategic decisions contributed to the victory of the Allied powers in 1945. Strategic factors may include the issue of effective military leadership – both Hitler and Mussolini interfered with key military decisions. Students may comment on the strategic mistakes of the Axis powers, such as overstressing their resources in the Mediterranean and North Africa; launching Operation Barbarossa while Britain was undefeated; bombing cities and industrial centers during the Battle of Britain; and declaration of war on the United States. In the case of Mussolini, his decision to join the war in 1940 when Italy still lacked resources and to extend campaigns into the Balkans and North Africa was a strategic error. Italy's military failures meant Hitler had to divert troops to support Mussolini. Students may also mention the strategic decisions of the Allies such as their concentration on the Battle of the Atlantic and naval and airpower; the Soviet scorched earth policy; and the opening of the second front (D-Day). Some may cover other factors such as the extent to which combatants had the resources to fight a long war and the disparity in the contribution made by the various home fronts. 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.
