

# Markscheme

November 2018

History

Higher level

**Paper 3 – history of Europe**

22 pages

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

Marks	Level descriptor
13–15	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts.</li> <li>• Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation.</li> <li>• Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer.</li> <li>• 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.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives.</li> <li>• The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant.</li> <li>• The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.</li> </ul>

1–3	<ul style="list-style-type: none"><li>• 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.</li><li>• Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague.</li><li>• The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.</li></ul>
0	<ul style="list-style-type: none"><li>• Response does not reach a standard described by the descriptors above.</li></ul>

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

1. Discuss the changes that occurred in English government and administration as a result of the Norman invasion.

This question requires that candidates offer a considered and balanced review of governmental and administrative changes that occurred after the Norman invasion of England. They may argue that the changes were profound, limited, or perhaps that the extent varied in different fields. Changes themselves may be addressed chronologically, thematically, or in terms of their perceived importance. These changes may include the introduction of feudalism, with candidates noting the attempts to increase royal authority and exert control over the populace via methods such as castle building. When gauging the extent of change, candidates may address the transfer of land to the barons who formed the feudal aristocracy. However, some candidates may note that at lower levels there was limited land transfer and that the population remained largely Anglo-Saxon with limited French immigration. Reference may also be made to the harrying of the north and its long-term impact. Some candidates may argue, that in several areas, changes were limited at best. In terms of the structure of the state, candidates may argue that the counties remained an administrative unit and that the position of the Church—both within the state and as a landholder—was unchanged.

2. Evaluate the methods used by Henry II to restore royal power at the beginning of his reign.

This question requires that candidates make an appraisal of how successful Henry II was in reasserting royal authority in England. They will consider strategies used to bring the barons and earls under control and reference may be made to the demolition of unlicensed castles, as well as the building of new royal castles and the appointment of sheriffs. Candidates may argue that Henry's judicial reforms reduced baronial influence and his justiciars extended his control over law and order. The Assize of Clarendon emphasized the importance of the King's justices, again reducing baronial influence. Henry's attempts to restore territorial control were not wholly successful: he forced the Scots to retreat and, to some extent, brought Ireland under control; however, he was less successful in Wales. Henry was also unable to reduce the independence of the Church. Candidates may argue that Henry was most successful in bringing the Barons under control and restoring the royal finances.

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

3. “Economic ambition was the most significant reason for Christian opposition to the Muslim states in Spain.” Discuss.

This question requires that candidates offer a considered and balanced review of the statement that Christian opposition to Muslim states in Spain was mainly driven by economic ambition. While it is likely that most candidates may focus largely, or entirely, on the economic ambitions of the Christian powers, some candidates may also argue that the Christian response was a reaction to the economic achievements of the Muslim states. Candidates may fully or partially agree with the statement or they may argue that other factors were more significant. Nevertheless, the key issue of the question—economic ambition—must be fully addressed and may include factors such as the increasing pursuit of the tribute in frontier lands and the *repartimiento* of Muslim lands. Factors other than economic ambition may include the focus on religious identity (which provided opportunities for cooperation between the Christian kingdoms and stimulated the reimagining of political unity) and the decline of the Muslim states, particularly Al-Andalus, which experienced political disunity over time.

4. “Religious hysteria during the Crusades was the most significant reason for the persecution of the Jews.” Discuss.

This question requires that candidates offer a considered and balanced review of the statement that the most significant reason for the persecution of the Jews during the Crusades was religious hysteria. Candidates may argue that the attempts to Christianize the Muslim lands on the peripheries of Europe spilled into efforts to purge Christianity of elements within Europe that were perceived to be undesirable and that the Jews were one such group. However, pre-existing anti-Semitism may be held to be more accountable and inferences of this may be seen in the popular response to official dogma from Rome, legal restrictions by various rulers that limited the occupation and livelihood of Jews, formal expulsions from certain territories and the belief in Jewish culpability for the Black Death.

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

5. Discuss the reasons for the re-emergence of the Hundred Years War in 1415.

The question requires that candidates offer a considered and balanced review of the reasons why the Hundred Years War re-emerged in 1415. These reasons may be addressed chronologically, thematically, or there may be an attempt to offer a discussion of significant factors. Candidates may argue that Henry V was a new and confident king with expansionary aims and a desire for political victory. It may also be suggested that French disunity presented a suitable opportunity for Henry V to mount a campaign when he did. In addition, or alternatively, candidates may argue that two of the original causes of the Hundred Years War—the status of the duchy of Aquitaine and the English claim to the French crown—were still unresolved. Other factors that may be mentioned include several English nobles' desire to recover lost French territories in France, and the early military victories over the French at Agincourt and Normandy that sparked English enthusiasm to wage war.

6. To what extent did the War of the Public Weal challenge royal authority in France?

The question requires that candidates consider the extent to which royal authority in France was challenged by the War of the Public Weal. Candidates may argue that the war was or was not a significant challenge, or that other contemporary challenges to royal authority were more significant. While this latter approach is acceptable, the focus of the response must be on the War of the Public Weal and its impact on royal authority with the other factors used to provide context. When addressing the challenge posed by the war itself, candidates may refer to the initial opposition (by a coalition of French feudal lords) to Louis XI's efforts to centralize royal authority. Due to this initial response, Louis was forced to grant concessions to the feudal lords, which left a legacy of internal conflicts between various factions. These conflicts evolved into civil war and divided royal authority in France. Some candidates may argue that, ultimately, the war's impact on royal authority was limited; the king's rivals were disunited and were defeated by royal forces, and royal authority was expanded into all areas of government.

**Section 4: The Renaissance (c1400–1600)**

7. Evaluate the significance of political writings to cultural and intellectual development during the Renaissance.

The question requires that candidates make an appraisal of the importance of political writings to cultural and intellectual development that occurred during the Renaissance. Candidates may begin by briefly contextualizing the period in which the political writings developed and how they challenged the existing establishment. They may argue that the political writings of the time helped develop new ways of political organization and authority. Candidates may explore how the political writings of Machiavelli challenged the moral basis for rulers and instructed them to only worry about the maintenance of power. Candidates may also look at the impact of contemporary secular humanist ideas contained in the political writings and make an appraisal as to the impact on rulers.

8. Compare and contrast the forms of government in Milan and Venice.

The question requires that candidates give an account of the similarities and differences between the forms of government in Milan and Venice, referring to both city states throughout. Candidates may address the question systematically, addressing similarities and then differences, or thematically, identifying areas that shared some features but differed in others. In terms of similarities, both city states contained an oligarchy in the form of a strong nobility, and both had republican forms of governments (albeit temporarily in the case of Milan). However, while Venice had a great council and senate that challenged the (elected) Doge's power, in Milan periods of monarchical rule dominated. Another difference was that Venice contained constitutional mechanisms and legislative procedures that Milan did not. There does not need to be an equal weighting of comparisons and contrasts.



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

9. “Patronage was the main reason for Portuguese exploration of the west coast of Africa.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that patronage was the main reason for Portugal’s exploration of the west coast of Africa. They may agree or disagree with the statement. In their responses, candidates may argue that without the ambition, and subsequent, patronage of Prince Henry the Navigator, Portuguese exploration of the west coast of Africa would not have taken place. However, candidates may argue that the rationale behind this patronage was Henry’s desire to forge trade links with Africa and thus suggest that economic motives were more important. Other factors that may be addressed include a desire to convert Africans to Christianity, the developments in ship building, cartography and navigation that facilitated such exploration as well as the power of trade and mercantilism that, given the geographic proximity of Portugal to the west coast of Africa, made exploration more likely.

10. Discuss the economic impact on Europe of the exploration of the Indian Ocean.

The question requires that candidates offer a considered and balanced review of the economic impact that the exploration of the Indian Ocean had on Europe. Candidates may argue that a range of expensive goods, such as gold, ivory, porcelain, and silk, transformed European markets and fuelled further competition in Europe. They may argue that the exploration of the Indian Ocean stimulated further collaboration between business and government, one of the outcomes of which was the emergence of the Dutch bourgeoisie. The development of new financial instruments, for example joint stock companies and stock exchanges, can be viewed as having a central economic impact. Other factors that may be explored are the importance of other raw materials such as cotton, food and tea and their relationship to the social and market transformations that were taking place.

**Section 6: The Reformation (1517–1572)**

11. Evaluate the state of the Catholic Church at the start of the 16th century.

The question requires that candidates make an appraisal of the state of the Catholic Church at the start of the 16th century. Candidates may argue that the basic religious assumptions that had upheld the Church for hundreds of years were beginning to be challenged. Corruption within the Catholic Church was a major cause of criticism and there had, for some time, been serious criticisms of the clerical hierarchy and the quality of religious guidance that was provided for lay people. While there were attempts at reform within the Church (reference could be made to humanists such as Erasmus), reformers such as Luther, would ultimately criticize it from outside the confines of the Catholic Church. Political rulers were also renouncing their allegiance to Rome. Alternatively, candidates may argue that the criticisms of the Church were exaggerated and that, for many people, the day-to-day operations of the Church were not a pressing concern. Others may argue that the state of the Catholic Church at the start of the 16th century was little changed and that any process of reform was slow.

12. Evaluate the impact of the Jesuits on the Catholic Reformation between 1540 and 1572.

The question requires that candidates make an appraisal of the impact that the Jesuits had on the Catholic Reformation from their formation until 1572. Candidates may argue that the Jesuits introduced a new ideology, mixing military discipline and a strict vow of obedience to the doctrine of the Catholic Church. They may also explore the impact of their educational philosophy that was humanist and theological and was meant to capture the Renaissance and resist the ideas of the Protestant Reformation. Candidates may also explore the Jesuits' success in terms of the scale of their membership and the number of houses and colleges that they had across Europe and the impact that their adherents had in challenging non-Catholic practices in several European states. Candidates may wish to contextualize the role of the Jesuits by evaluating their impact in light of other Catholic reforms, for example the spiritual movements and the wider impact of papal reforms such as the convening of the Council of Trent.

**Section 7: Absolutism and Enlightenment (1650–1800)**

- 13.** Examine the influence of the Scientific Revolution on the development of Enlightenment ideas.

This question requires that candidates consider the interrelationship between the Scientific Revolution and the development of Enlightenment ideas, identifying the factors that helped propel thinkers from a medieval mindset into a new Age of Reason. Some of the factors that may be mentioned are the concepts of inductive and deductive reasoning; scientific thought and methods being applied to non-scientific topics; free thinking, which brought political modernization to the West, in terms of introducing democratic values and institutions; and the popularization of the sciences. Several approaches may be adopted. However, candidates must provide clear links between the Scientific Revolution on the development of Enlightenment ideas to demonstrate its influence.

- 14.** Evaluate the extent of social and economic changes that took place during the Enlightenment.

The question requires that candidates make an appraisal of the extent of social and economic changes that took place during the Enlightenment. Candidates will identify a range of social and economic changes and gauge the significance of their impact. Examples could include the focus on reason over superstition, the Radical Enlightenment which promoted the concept of separating Church and State, Adam Smith's free trade principle. Some candidates may argue that change was, in some cases, relatively limited, for example in terms of the minimal changes to the social structure of most European states. Enlightenment ideas tended to be confined to relatively small groups in society. Candidates may suggest that economic change could be considered to include the beginnings of the Industrial Revolution.

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

15. Evaluate the impact of Robespierre on the French Revolution.

The question requires that candidates make an appraisal of Robespierre's impact on events in France during the revolution period. There may be some reference to his membership of the *Estates General* and how tensions there led to the outbreak of revolution. However, the focus will be on events after July 1789, following which it may be argued that Robespierre's main impact was to radicalize the revolution. Here, candidates may refer to his demands for the execution of Louis XVI, the encouragement of violence against Girondins, the demands for a republic and his encouragement of the Reign of Terror in Paris and the provinces. A counter argument may be that the response to Robespierre's extreme and violent methods was a desire for a moderate republic and the Thermidorean Reaction was a direct consequence of Robespierre's domination of the revolution.

16. Evaluate the impact of Napoleon I's foreign policies on France.

The question requires that candidates make an appraisal of the consequences for France, of Napoleon's expansionist foreign policies. There may be consideration of the economic, social and political impact of his policies. Social impact may include the consequences of conscription and high casualties, and the alienation of some groups because of the imprisonment of the Pope. Economic impact may include high taxation and the dislocation of trade because of the Continental System. It may also be argued that one of the main consequences was the coalition's invasions of France from 1813 and the imposition of a financial indemnity. Some candidates, citing the various conspiracies against him and ultimately his abdication and the Bourbon restoration, may also argue that Napoleon's concentration on foreign policies destabilized the state. It may even be suggested that, despite his early success, Napoleon's foreign policies were, overall, detrimental to France.

**Section 9: France (1815–1914)**

17. “The Revolution of 1830 was caused by discontent with Charles X, not enthusiasm for Louis Philippe.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that Louis Philippe came to the throne as a reaction to the bad government of Charles X. Candidates will consider the extent of discontent with Charles X, perhaps arguing that he was a reactionary. In support of this statement, they may cite the increased influence of the Church (especially the Ultramontanes), the St Cloud Ordinances and the appointment of Polignac. They may suggest that all this led to increasing opposition and the likelihood of revolution. Others may argue that Louis Philippe had the support of the middle classes and note that he had actively opposed the reactionary policies of Charles. For middle class politicians, such as Thiers, Charles's refusal to compromise meant that Louis Philippe was the obvious replacement. Although Louis had limited popular support, he was regarded as a better option than a republic.

18. “Stability was the main domestic benefit of the Second Empire.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the most significant domestic benefit of the Second Empire was that it brought stability to France. In support of the statement, candidates may refer to the lack of open opposition to the regime until the late 1860s. Candidates may also argue that, even at that point, the promise of liberalization reduced opposition (perhaps noting the 1870 plebiscite in support of this). The extent of support for the Second Empire, especially in conservative rural areas might also be cited as evidence of stability. Some candidates may mention the strong centralized administrative structure that maintained stability. Others may argue that the political stability was superficial, as opposition was unable to function because of the authoritarian nature of the empire and that there was significant working class opposition to the empire, especially in Paris and northern France. The working classes did not benefit from the economic prosperity of the period and their discontent became obvious following France's military defeat in the war against Prussia, during which the empire was easily overthrown.

**Section 10: Society, politics and economy in Britain and Ireland (1815–1914)****19.** Compare and contrast the impact of the 1832 and 1867 Reform Acts.

The question requires that candidates give an account of the similarities and differences in impact that the two Reform Acts had on Britain and Ireland. They may focus on any number of effects, for example the impact on political parties, the size of the franchise and/or any consequential effects. Similarities may include increasing the size of the electorate, and the retention of an income-based franchise qualification. Both acts failed to redistribute constituencies to reflect population density and both acts failed to reduce the influence of landowners in rural areas. Contrasts may include comments on the nature of the electorate following the Acts. After 1832, the electorate remained largely middle class, with both agricultural and urban workers remaining disenfranchised, whereas post-1867, some of the male urban working class gained the vote. The 1867 Act reduced the use of influence in elections because of the increased size of the electorate in urban areas. Arguably, the 1867 Act was a much greater extension of democracy ("a leap in the dark") than the Great Reform Act of 1832.

**20.** Evaluate the impact of Gladstone's domestic policies (excluding the Irish Question).

The question requires that candidates make an appraisal of the impact of Gladstone's major policies within Britain throughout his various ministries. However, candidates may not refer to the Irish Question in their responses unless it is to provide context for the relative importance and/or success of the domestic policies. Some candidates may approach the question in terms of what Gladstone wished to achieve compared to what he achieved, be that in terms of equality of opportunity, or economic and efficient government. Other candidates may approach the question in terms of the impact on Gladstone and the Liberal Party. Major legislation referenced may include Forster's Education Act (1870), the various army reforms of the ministries, the University Tests Act and civil service reform (both 1871), the Judicature Act (1872), which made the administration of justice more efficient, and the Reform Act (1884) and the Redistribution of Seats Act (1885), the latter two being concerned with equality and efficiency. For those candidates considering the impact on the Liberal Party, areas for evaluation may include the Criminal Law Amendment Act (1871) and the Licensing Act (1872), both of which aroused opposition within the working classes.

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

21. Evaluate the impact of the Congress of Vienna on Italy up to 1849.

The question requires that candidates make an appraisal of the impact of the 1814–5 Congress of Vienna and its ensuing treaty on Italy. Some candidates may argue that the immediate impact on Italy was somewhat reactionary: rulers overthrown by Napoleon were swiftly restored as was Austrian influence—both directly and indirectly—in the central duchies and northern Italy (Lombardy and Venetia). Other candidates may argue that the impact of the Congress was to invigorate the nationalist societies and the sense of Italian national identity that had emerged under French rule. Conversely, it may be argued that many of the disturbances in Italy in the 1820s, 1830s and in 1848/1849 were due to economic problems or demands for constitutional reform; rather than the desire for Italian unity and the overthrow of the Vienna settlement. The enlargement of Piedmont (Sardinia, Nice and Savoy) arguably enabled Piedmont to challenge Austrian domination of northern Italy and was an unforeseen consequence.

22. Discuss the causes of the 1848–1849 Revolutions in Germany **and** the reasons for the failure of those revolutions.

The question requires that candidates offer a considered review of the reasons why there were Revolutions in 1848 and 1849 in Germany and why they failed. The reasons varied from state to state, ranging from peasant unrest in the country, to artisan unrest in the cities and among the middle classes. There was also discontent with the remnants of feudalism and frustration regarding royal scandals, for example the elevation of the Irish stage performer “Lola Montez” to Countess of Landsfeld. Candidates may also consider the role of German nationalism in causing the revolutions. Regarding the issue of failure, reasons were also varied. While, in some cases, there was some element of political reform (the Frankfurt Parliament) or the granting of moderate constitutions, there was a lack of unity as to the type of constitution desired or the extent of German unity that was desired. Further, there was no clear leadership, a factor that reflected the differing causes of the revolutions.

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

- 23.** Discuss the causes **and** consequences of the 1905 Revolution in Russia.

The question requires that candidates offer a considered and balanced review of the causes and consequences of the 1905 Revolution. For causes, candidates may focus on a range of long-term causes, such as liberal frustration with autocratic rule. This led to the growth of revolutionary parties, or economic problems. Other long-term issues included the poor working conditions in many parts of Russia and the land hunger that prevented landless peasants from improving their situation. Other candidates may emphasize short-term and immediate causes, for example Russia's defeat in the Russo–Japanese War and Bloody Sunday both of which highlighted government incompetence. When discussing consequences, candidates may again differentiate between short- and long-term effects. In the short-term, there was some apparent reform (the October Manifesto and the establishment of the State Duma). When considering the long-term, candidates may argue that Russia began the process of reform under Stolypin because of the 1905 Revolution or that the 1905 Revolution highlighted the weakness of the monarchy and that it was a dress rehearsal for 1917.

- 24.** “Lenin had the most significant role in the consolidation of the new Soviet state.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that Lenin played the most important role in ensuring the survival of the Soviet state. Many candidates will agree with the statement, citing Lenin's importance as leader of the party, in implementing policies that would gain popular support, and in dealing with potential opposition. Reference may be made to Decrees on Peace and Land, War Communism, and the New Economic Policy (NEP) and their importance in maintaining Soviet power. Other candidates may argue that, while he was significant politically, Lenin would not have been able to deal effectively with the threats to the new state such as the civil war and the uprisings against War Communism (Kronstadt) alone, and that Lenin needed the effective military leadership of Trotsky to consolidate Soviet power. Some may argue that Lenin and Trotsky were equally important and that they complemented one another.



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

- 25.** Evaluate the importance of the long- and short-term causes of the First World War.

The question requires that candidates make an appraisal of the short- and long-term reasons for the outbreak of the Great War in 1914. Candidates may separate the causes into two distinct groups (long-term and short-term). However, it is expected that candidates identify that causes did not work in isolation and that they were interconnected. Long-term causes that may be mentioned include rising militarism, the Alliance System, imperialism, and aggressive nationalism in the major powers and other territories in Europe such as the Balkans. Short-term causes may include the assassination of Franz Ferdinand, the July Crisis and the failure of diplomacy. Other short-term causes could include the impact of war plans, such as the Schlieffen Plan, widening the conflict.

- 26.** To what extent did US entry into the First World War contribute to Allied victory?

The question requires that candidates consider how far the entry of the US into the First World War contributed to the Allied victory. They may identify a range of factors that support the view that US entry was a major factor in Allied victory. Some may propose an alternative thesis and argue that other factors were more important, for example the overwhelming strength in numbers of the Allied forces, especially following the entry of Italian forces in 1915 and the impact of British Imperial and dominion forces. Economic factors, including the blockade, the failed war economy in Germany, the weakness of German allies and the domestic instability within the Central Powers, may also be considered. Nevertheless, the bulk of the response must deal with the significance or otherwise of US entry into the war.

**Section 14: European states in the inter-war years (1918–1939)**

27. Discuss the reasons for the rise to power of Mussolini.

The question requires that candidates offer a considered and balanced review of the reasons for Mussolini's rise. Candidates may argue that Mussolini was a product of the First World War and the sense of a mutilated victory. Candidates may identify the context of intensified nationalism, combined with Mussolini's political programme as a reason, or they may argue that political instability (frequent changes in government and fear of socialist revolution - *Bienno Rosso*). Economic problems, including unemployment and inflation, could be argued to have facilitated his rise. Other factors that may be considered include Victor Emmanuel III's decision to appoint Mussolini prime minister in 1922, fearing the March on Rome. He had the support of the Church and the PPI.

28. Evaluate social developments in **one** European country (other than Germany, Italy or Spain) in the inter-war years.

The question requires that candidates make an appraisal of social developments of one European country in the inter-war years, although they must not choose Germany, Italy or Spain, as these countries are specifically excluded in the History Guide. Candidates may argue that the inter-war period brought about significant social divisions in the country of their choosing and explore how the lives of citizens were affected by changes in, for example, education and religion. They may also gauge the extent and impact of changes in the health sector or the arts. An additional or alternative route may be to appraise developments in terms of their impact on the role of women and/or minority groups. Developments may be considered positive, negative or a mixture of both.

**Section 15: Versailles to Berlin: Diplomacy in Europe (1919–1945)**

29. Discuss the reasons for, and the results of, the policy of appeasement.

The question requires that candidates offer a considered and balanced review of the reasons for and results of the policy of appeasement. Candidates may set the context by discussing the weaknesses of the League of Nations and failure of collective security. Other reasons may include the democratic nature of the British and French governments, which could not be seen by their voters to be preparing for war. Britain and France were reluctant to finance any military build-up after the challenges of the Great Depression, and Hitler was sometimes perceived as a bulwark against Soviet Communism. For some in Britain, there was also a belief that the Treaty of Versailles had been too harsh. Results of the policy may include Hitler's successful foreign policy up until March 1939, the disillusionment of Stalin with the Western powers and the signing of the Nazi–Soviet Pact (August 1939). Some candidates may argue that appeasement made Hitler more confident in pursuing his goals. Candidates may also argue that appeasement contributed to the outbreak of war in September 1939 because Hitler was not stopped earlier. Some candidates may also argue that appeasement bought time for Britain and France to prepare for war.

30. “The Second World War had a devastating impact on the civilian population.” Discuss with reference to any **two** European countries.

The question requires that candidates offer a considered and balanced review of the impact that the Second World War had on the civilian populations of any **two** European countries between 1939 and 1945. Specific details and content will depend upon the two countries chosen. Candidates may adopt a comparative approach if they wish, but this is not a requirement of the question. Some of the issues that may be considered include the fact that it was a war in which more civilians died than soldiers; where there was food rationing and food shortages, where civilians suffered from air raids that caused major destruction and led to many casualties. Impact may also encompass the methods by which the governments of the chosen countries controlled economic activity and the ways in which this control affected the daily lives of civilians. Some candidates may argue that there was a noticeable change in the role of women in society and there was a growing sense of national unity and support for the governments' war efforts.

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

31. Discuss political **and** economic developments in the Soviet Union between 1945 and 1953.

The question requires that candidates offer a considered and balanced review of political and economic developments in the Soviet Union between 1945 and 1953. Candidates may address the question chronologically or thematically, dealing with politics and the economy, where appropriate, separately. There may be some imbalance between political and economic developments; however, both aspects must be a feature of the response. Policies discussed may include the Five-Year Plan, atomic arms development, the Doctor's Plot, the Leningrad Affair and post-war reconstruction. There was economic recovery in terms of industrial production, but agriculture remained underproductive and was severely affected by theories such as Lysenkoism. Some candidates may conclude that there was little change politically, as Stalin remained unchallenged in power, and that the political atmosphere was similar to the period of the purges.

32. "By 1991, Gorbachev's policies had achieved his aims." To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that, by 1991, Gorbachev's policies had achieved what they had intended to achieve. Candidates may approach the question in terms of identifying a range of strengths and weaknesses in Gorbachev's policies and they may conclude that none, some or all his policies fully realized his aims. They may note that Gorbachev faced several challenges and that these may have limited his achievements. Policies addressed may include glasnost (openness) and perestroika (restructuring). Gorbachev's policies were aimed at reforming politics and modernizing the economy. Some candidates may argue that other figures such as Yeltsin pushed for greater change leading to opposition from conservatives in the party, and thus increasing popular discontent with the party. Attempts at economic reform led to inflation, shortages of basic goods and an increased budget deficit. The problems led to increasing support for radicals and the loss of support for Gorbachev and his resignation in December 1991. Any reference to Soviet foreign policy should be linked to Gorbachev's aims.

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

- 33.** Evaluate the role of Adenauer in Germany's economic recovery.

The question requires that candidates make an appraisal of the role of Adenauer in Germany's economic recovery. Responses will gauge Adenauer's contribution to Germany's post-war recovery and consider other contributory factors, for example, the importance of Marshall Aid and its funding of the rebuilding of Germany's industrial infrastructure. The work of Erhard (minister of economic affairs) may also be considered. Adenauer presided over the establishment of a sound democratic system: one that facilitated a strong economic recovery, paved the way for good relations with France and the US, and thus the West, secured Germany's position in the Western Alliance and its admittance to NATO and the European Economic Community.

- 34.** Examine the role of Juan Carlos in Spain's peaceful transition to democracy.

The question requires that candidates consider the role of Juan Carlos in Spain's peaceful transition to democracy. Candidates may suggest that his role was significant or not and they may address other factors to contextualize Juan Carlos's role. However, the bulk of the response will be on Juan Carlos. Some of the factors that may be reviewed are the King's liberal and democratic principles following his accession to the throne, his encouragement of the revival of political parties and an amnesty for political prisoners. His appointment of reformist prime minister Adolfo Suárez was significant. In 1981, Juan Carlos took swift action to defeat a military coup that threatened to topple Spain's nascent democracy. The consequent weakening of the military sector preserved democracy and made the formation of a socialist government possible in late 1982.

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

- 35.** Discuss the political **and** economic measures undertaken by the Soviet Union to dominate central and eastern Europe between 1945 and 1955.

The question requires that candidates offer a considered and balanced review of how the Soviet Union took control of central and eastern Europe following the Second World War, up to 1955. While there does not need to be equal coverage of political and economic factors, both must be addressed. The political factors to be considered may include the methods by which governments were installed and how trade relations developed. Related issues may include the extent to which national parties were controlled by Moscow, the Soviet response to any sign of independence and the establishment of COMINFORM. Economic issues may encompass the impact of COMECON and the way industry in the satellite states was linked to the economic needs of the Soviet Union. The impact of the signing of the Warsaw Pact may also be considered.

- 36.** Discuss the reasons for, and the results of, the uprising in Czechoslovakia (1968).

The question requires that candidates offer a considered and balanced review of the uprising in Czechoslovakia in 1968. Reasons for the uprising may focus on the desire for more control over internal policy, more economic freedom to trade with the West and fewer restrictions on civil liberties. Dubcek's attempts at reform (socialism with a human face) were halted by the invasion of Warsaw Pact forces in August 1968. In the short term, Dubcek was replaced by Husak, Moscow continued to dominate Czech politics and reformers were persecuted. Long-term results of the uprising may include the issuing of Charter 77 and greater pressure for independence that developed in Czechoslovakia after 1985, once Gorbachev became leader of the Soviet Union.

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