

Markscheme

May 2022

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	<ul style="list-style-type: none"> • Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized. • Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. • Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation. • Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. • The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.
10–12	<ul style="list-style-type: none"> • The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places. • Knowledge is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/evaluation. • Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives. • The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.
7–9	<ul style="list-style-type: none"> • The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach. • Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant. • The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
4–6	<ul style="list-style-type: none"> • The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence. • Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance. • There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.
1–3	<ul style="list-style-type: none"> • There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task. • Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague. • The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.
0	<ul style="list-style-type: none"> • Response does not reach a standard described by the descriptors above.

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

1. Evaluate the methods used by William I to establish his authority in England.

The question requires that candidates make an appraisal of the methods used by William I to establish his authority in England after the Battle of Hastings. Methods to consider could include the use of force, changing the social structure, and gaining the support of key institutions. Use of force could include the “harrying of the North” and dealing ruthlessly with other rebellions such as in East Anglia. The establishment of the feudal system, dominated by Norman barons, extended his authority. Some may point out that castle building helped establish his authority. William retained the existing structure of counties and earldoms which aided efficient government. Candidates may refer to the fact that he had the support of the Church as he left its position and landholdings untouched and the Church did not support unrest. Some may argue that early in his reign, force was the most important method but that over time effective government helped to fully establish his rule. Domesday was undertaken at the end of his reign when his power was fully established. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. “Both Louis VII and Philip II (Philip Augustus) were able to expand royal power in France.” To what extent do you agree with this statement?

The question requires that candidates consider the merits of the statement that both kings were able to expand royal power in France. Candidates may argue that both kings attempted to do this but that Philip II was more successful. Louis VII’s marriage to Eleanor gave him some control of Aquitaine and he appeared to be extending royal power. This ended in 1152 when his marriage to Eleanor was annulled, somewhat reducing his power. Louis was unable to resist the extension of Angevin rule in Normandy, Brittany and Aquitaine despite attempting to exploit tensions between Henry II and his sons. In contrast Philip extended both royal power and the royal demesne. He was the first “King of France”, he brought the nobility under control to some extent. In terms of territory, he gained Touraine and Maine from Henry II and later Normandy from John by 1214. Royal power was also extended to Southern France with the Albigensian Crusade. Candidates’ opinions or conclusions will be presented clearly and supported with appropriate evidence.

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

3. “The conflict between Christian-ruled states and Muslim-ruled states had limited impact on economic activity.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that conflict between Christian-ruled states and Muslim-ruled states had limited impact on economic activity. Candidates may support the statement arguing that most of the conflicts took place in border areas without impacting on large peasant communities. Candidates may also refer to the ongoing trade in glassworks and silk textiles between Christians and Muslims kingdoms across the Mediterranean, and the presence of Arabic coins in Christian towns, markets, and royal treasuries as proof of the continuity of economic activities. Candidates may challenge the statement pointing out that conflicts affected the mobility of merchants disturbing trade. They can also refer to cases where battles provoked the destruction of lands, towns, and loss of population. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. Examine the role and contribution of Jews to royal bureaucracies in medieval Europe.

The question requires that candidates consider the role and contribution of Jews to royal bureaucracies. Candidates may refer to their contribution writing legal documents and enlarging the royal archives. Candidates may also consider that their knowledge of different languages and mathematics, and their cultural background allowed them to occupy different roles as ambassadors, (especially in frontier areas between Christian and Muslim kingdoms); officials responsible for the collection of taxes; and moneylenders for the crowns. In England both Henry I and Henry II relied on Jews for tax collection. Candidates may refer to the cases of Jews that reached high positions in the royal bureaucracy enjoying authority over many Christian or Muslim officials. Candidates may also examine the role played by many Jews as scapegoats blamed for measures applied by Christian or Muslim kings. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

5. “French weakness was the main reason for English success in the Hundred Years’ War between 1415 and 1429.” Discuss.

Candidates are required to offer a considered and balanced review of the reasons for English success in the war up to 1429. Some may agree with the statement citing the incapacity of Charles VI and tensions between Burgundy and Orleans as reasons for France’s weak efforts against the English, culminating in the Treaty of Troyes. In contrast, it could also be argued that the French became more effective because of the impact of Joan of Arc and the succession of Charles VI. Others may argue for English military superiority as a key reason for success. Referring to the better funding of the English army and the fact that English soldiers were better trained, leading to victory at Agincourt and Verneuil. After Henry’s death, the Duke of Bedford was less successful because of a loss of funding and allies, such as Burgundy, which supports the view of English strength up to 1429. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. Compare and contrast reasons for the weakness of royal authority during the rule of both Henry VI and Edward IV.

Candidates are required to give an account of the similarities and differences in the causes of weak royal authority during both reigns. Both kings had insecure claims to the throne, Henry’s claim came through dubious heredity and Edward’s claim was because of victory in battle. Both had wives who caused political difficulties; Margaret of Anjou’s favoured courtiers were very unpopular and Edward’s marriage led to a breach with Warwick. Both were forced from the throne temporarily undermining their authority. However, by 1471, Henry and the Lancastrians were no longer a threat to Edward. Both attempted to retain English influence in France and were unsuccessful, but Edward did secure a large pension from the Treaty of Picquigny. For contrast reference may be made to Henry’s phases of incapacity that led to political instability undermining his authority whereas once Edward was restored in 1471, he was able establish firm government and restore law and order therefore increasing royal authority until his death in 1483. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 4: The Renaissance (c1400–1600)

7. “The wealth of Italian cities was the main cause of the Renaissance.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the wealth of Italian cities was the main cause of the Renaissance. Candidates may refer to the rise from the 12th century of city-states like Florence, Milan, and Venice. Most of them were republics that abandoned their old feudal structures, allowing new economic practices, especially in the field of commerce and banking. These activities enriched many of their citizens who acted as patrons of artists and intellectuals, who were also supported by monarchs, the nobles and the papacy. Candidates may challenge the statement by discussing the importance of maritime crossroads in the Mediterranean as one of the main causes for the intellectual and artistic interchanges that developed the Renaissance. There may be some discussion of scientific developments on intellectual activity and the reduction of the influence of religion. Also, the political and civic freedom enjoyed in these cities could be discussed as a main cause. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. Examine the impact of literature during the Renaissance.

The question requires that candidates examine the impact of literature during the Renaissance. Candidates may refer to the impact of a new literature written in vernacular languages, like the early works of Dante, Petrarch, and Machiavelli, and its new anthropocentric perspectives linked to Humanism and Greco-Roman topics. They may also examine the introduction of new literary genres (e.g. the essay) and new metrical forms like the sonnet. Candidates may also consider the printing of books initiated in Venice by Aldus Manutius that allowed the influence of the new literature to spread. Candidates may examine the limits of the impact of literature during the Renaissance arguing that many works still revolved around classic religious topics, while Latin and Greek were still considered languages of culture. Candidates may also refer to a number of geographical areas where the influence of the new literature was limited. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

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

The question requires that candidates consider the merits or otherwise of the suggestion that national and personal rivalries were the main motives for exploration in the 15th century. Candidates may argue that national rivalries and the search for lands and wealth played a major role for royal families, as in the case of Portugal and Spain. Candidates may also refer to the flow of money and treasures that enriched Spain and Portugal, encouraging other European nations like England, France and the Netherlands to send expeditions. Other relevant factors may be addressed, for example, personal rivalries between nobles or explorers in search of fortune. Candidates may challenge the question by stating that these were not the main reasons for exploration since many voyages were motivated by the search for new routes to trade, and/or scientific and religious interests. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 10.** Examine the economic impact on Europe of the exploration of the New World.

The question requires that candidates consider the economic impact on Europe of the exploration of the New World. Candidates may examine how the exploration of the New World allowed states like Portugal and Spain to increase their wealth and power with the acquisition of gold from the New World, leading other states such as England to participate in voyages of exploration to increase their wealth. They can also consider that the developments in cartography and navigation techniques were later applied in European regions like the Mediterranean, improving the transportation of products and trade. Candidates may also highlight that for many dispossessed men the exploration of the New World was an opportunity to gain lands and wealth. Candidates may discuss the limited economic impact of exploration by considering the standards of living of the peasant population in Europe. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 11.** Discuss the impact of Erasmus’s ideas on the Catholic Church at the start of 16th century.

The question requires that candidates offer a considered and balanced review of the impact of Erasmus’s ideas on the Catholic Church at the start of 16th century. Candidates may refer to Erasmus’s criticism on issues related to faith, piety, and grace, as well as his denouncement of a number of rituals as abuses. Erasmus’s ideas are also recognized as an initial groundwork for Luther’s opinions and the future Reformation and had an impact on scholars like Jacques-Auguste de Thou and Hugo Grotius. Other relevant factors may be addressed, for example, his extensive scholarly projects such as the production of the first Greek New Testament (which gave theologians direct access to the original text), and the edition of reliable editions of patristic works. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 12.** Examine the reasons for, and the impact of, the Knights’ Revolt in Germany.

The question requires that candidates examine the reasons for, and the impact of, the Knights’ Revolt in Germany. As reasons, candidates may refer to the fragile economic situation of many knights who suffered a decline in the value of their lands; they could not compete with the growth of trade and industries in the cities; and suffered from innovations in military tactics that lessened their status. They resented the growing power of princes and the introduction of new codes inspired by Roman law that were disadvantageous for many of them. Candidates may also address the unsuccessful attempt to improve the knights’ representation in the Reichstag, the banning of private warfare, and the rejection of their right to plunder Roman Catholic prelates as reasons for the rebellion. After their defeat and as impacts of the revolt candidates may examine the situation of many knights who had their castles confiscated, their imposition of heavy taxes on peasants, and the influence the Knights’ Revolt had on the peasant’s refusal to pay church tithes. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 7: Absolutism and Enlightenment (1650–1800)

- 13.** Compare and contrast the extent of the power of **two** absolutist monarchs.

The question requires that candidates give an account of the similarities and differences between two absolutist monarchs in terms of the extent of their power. Candidates may refer to their qualities as leaders and their identification with their states. Candidates may also consider their capacity to limit the political role played by medieval institutions like the Church, the feudal lords, and the customary law. Candidates may argue that both Louis XIV and Peter the Great gained greater control of the nobility by moving the royal courts to Versailles and St Petersburg, removing the nobility from their local power bases. Candidates may also compare and contrast the extent of their economic power and their success in expanding their kingdoms. The extent of their control of trade, the tax system, diplomacy, and their role as military leaders may also be considered. Some examples that candidates may compare and contrast are: Louis XIV of France, the Tsarist autocracy in Russia, and Philip V of Spain. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 14.** "Social and economic change in the Enlightenment era was limited." Discuss.

The question requires that candidates offer a considered and balanced review of the statement that social and economic change in the Enlightenment era was limited. To support the statement, candidates may consider the privileges the nobility retained, the authority of the Church over the population, and the preservation of traditional values within peasant communities, among other factors. Candidates may also state that many feudal practices still regulated access to the land, trade and the tax system. Candidates may challenge the statement discussing the impact of the new philosophical and scientific ideas on society and economy, the changes in the international market, and the early stages of industrialization. Candidates may also point out that many monarchs embraced the Enlightenment introducing new laws to modernize their kingdoms. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

15. “Social inequality was the main cause of the French Revolution of 1789.” Discuss.

Candidates should offer a considered and balanced review of a range of causes of the 1789 revolution. Many will agree with the statement arguing that the estates system with its inherent inequalities, both social and financial, was the main cause of the Revolution. Others may argue that a range of factors combined to cause revolution and that no one factor was more significant. There may be discussion of the indecisive rule of Louis XVI with frequent ministerial change (Calonne, Necker) and the increasing unpopularity of the “extravagant” monarchy. There may be discussion of the financial crisis caused by government debt because of war in America, an inefficient taxation system and bad harvests. Some might point out that the initial stages of the Revolution were instigated by some of the nobility and the lawyers of the Third Estate who were attempting to reform the government of Louis XVI. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. Examine the reasons for the failure of the Directory and the rise of Napoleon I.

Candidates should consider the interrelationship between problems with the Directory and the emergence of Napoleon I as a political leader. Some may discuss reasons why the Directory was established such as the desire for political stability; to control revolutionary excess and to strengthen the economy. Evidence of failure could include the number of attempted coups (Prairial, Vendemiaire); the collapse of the *assignat* and near famine conditions. The Directory was perceived as corrupt and self-seeking and became increasingly unpopular. The army was politically significant as a means of maintaining order. Napoleon was personally popular because of success in Italy and in 1799 the threat of a Jacobin revolt meant that Sieyes encouraged him to stage the coup of Brumaire to bring order in France. Candidates may well argue that the reasons for both events were interrelated, the weakness of the Directory providing an opportunity for Napoleon. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 9: France 1815–1914

17. Examine the reasons for political instability in France during the reign of Louis XVIII.

Candidates should consider the range of factors that contributed to political instability in France between 1814–1824. During the first restoration, Louis XVIII's policies were not always popular, he guaranteed property rights even of church and émigré land. The parliamentary system was based on royal prerogative and he adopted the Bourbon flag, but this failed to reconcile Bonapartists contributing to support for Napoleon upon his return from Elba. It could be argued the 100 Days increased political divisions as it was followed by a White Terror with the execution of Ney and many other Bonapartists. The Chamber of 1815 was dominated by Ultras. However, some reforms were made (a liberal press and electoral law) between 1816 and 1820. But, after the murder of the Duc de Berry, fear of revolution and fear of Bonapartists led to the Ultras forcing reactionary policies on the King. The main reason for instability were the tensions between moderates and Ultras and the divisions between Royalists, Bonapartists, and Republicans. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. "The weakness of the Second Republic led to the establishment of the Second Empire." Discuss.

Candidates should offer a considered and balanced review of the problems of the Second Republic and how they may have contributed to the establishment of the Second Empire. There may be discussion of radical policies after February 1848 (adult male suffrage, abolition of censorship and the National Workshops). The Constituent Assembly was dominated by centrists and right wingers who were reluctant to raise taxes for social reform. By May/June many of the reforms were dismantled leading to the June Days and the suppression of revolutionaries by Cavaignac. The public disorder highlighted the weakness of the Republic especially its reliance on the army to control the situation. Louis Napoleon won the November election by five and half million votes. In a largely conservative nation, he promised stability and order and possible social reform. Louis Napoleon was able to use the presidency to stage a coup in 1851 to establish the Second Empire. The main weakness of the Second Republic was that it was too radical, and its main support was in Paris. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 19.** Examine the impact of the Peterloo Massacre on politics up to 1830.

Candidates should make an appraisal of the impact of the Peterloo Massacre (1819) on political attitudes up to 1830. Candidates may set the context for political agitation, referring to the post-war recession, fluctuating employment levels and high food prices. The immediate impact of Peterloo was to extend the policy of repression with the passage of the Six Acts increasing the power of magistrates to deal with unrest. By the mid 1820s, the Liberal Tories (Peel, Huskisson) were introducing reforms to address some of the causes of agitation. Peel reformed the jails, the Combination Laws were repealed and Huskisson was able to improve trade, thus reducing prices. It could be argued that in the medium term Peterloo led to some liberal policies from the government. It might also be argued that these policies were designed to reduce demand for electoral reform which had been a demand of the demonstrators at Peterloo. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 20.** Discuss the reasons why British governments were unable to resolve the Irish Question in the second half of the 19th century.

The question requires that candidates offer a considered and balanced review of the reasons why the Irish Question was unsolved. Some may argue that Irish demands were constantly shifting. During Gladstone's first ministry the demands were for reform of land tenure and reducing the influence of the Anglican Church. By his second ministry, the demand was for Home Rule. Increasingly violent agitation with the emergence of the Fenians, also made the situation hard to resolve. Government policy was often inconsistent; both the Liberals and the Tories offered reform (Kilmainham Treaty, Land Purchase Act) that was often followed by repression (Gladstone's Coercion Acts and Balfour's Crimes Act). Arguably, all governments were hindered by the actions of entrenched interests in parliament such as Anglo-Irish landowners and Anglican Bishops. In 1886 and 1893, Liberal Unionists joined with the Conservatives to block Home Rule. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 21.** “Foreign intervention was the main cause of the defeat of the 1848–1849 Revolutions in Italy.”
Discuss.

Candidates should offer a considered and balanced review of the factors that led to the defeat of the Revolutions in Italy in 1848–1849. Some may argue there was no real unity of purpose. Piedmont was keen to extend its power in northern Italy. In Rome, Venice and Milan, the desire was to establish republics and unify Italy. In Sicily, the aim was to gain independence from Naples. Piedmont was largely unsupported by the rest of revolutionary Italy. Piedmont was defeated at Custoza and signed an armistice, but in 1849 declared war again and was defeated at Novara. To agree with the statement, responses may discuss the recovery of Austria and the activities of other powers. The Austrians regained control in the Central Duchies and Lombardy, the Venetian Republic collapsed without aid from Piedmont. In Naples, Ferdinand regained control with French mercenaries and the Roman Republic collapsed when Louis Napoleon sent aid to the Pope. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 22.** Examine the role of Prussia in the consolidation of the new German state after 1871.

The question requires that candidates examine the relationship between Prussia and the new German state. The head of state (Kaiser) was by hereditary right the King of Prussia. The constitution of the new state gave Prussia an automatic veto in the Reichstag and Bundesrat. The Kaiser appointed the government that controlled key areas such as foreign policy, defence, coinage and customs. Responses may argue that Prussian dominance in government ensured the consolidation of the new state. Others may point out that some states were allowed a measure of autonomy, which reconciled them to Prussian dominance (Bavaria controlled her own railways and troops in peacetime). Bismarck, as Chancellor, arguably played a key role in consolidating the new state. He ended the Kulturkampf after protests from South German states ensuring they remained loyal to the Kaiser. Prussia’s economic and political dominance were central to the consolidation of the new federal state. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

23. Evaluate the effectiveness of Stolypin's policies in stabilizing Russia after the 1905 Revolution.

The question requires that candidates make an appraisal of Stolypin's policies after the 1905 Revolution and assess whether they resolved the underlying problems in Russia. Responses may point out that Stolypin's policies were a mixture of repression (Stolypin's Necktie) and reform. He introduced land reform, freeing peasants from the *Mir* and establishing the Peasants Land Bank in an attempt to form a loyal *kulak* class. Some may argue that this was too little, too late and that peasant discontent pre-1914 indicated the limits of this policy. 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 and the suppression of radical opposition. In the pre-war period after Stolypin's death there were many outbreaks of discontent (Lena Goldfield Strike) supporting the view that Stolypin's policies were only effective to a limited extent. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. "Lenin was able to consolidate power by 1924 because of his use of force." To what extent do you agree with this statement?

The question requires that the candidates consider the merits of the statement with reference to Lenin's consolidation of power. Responses may refer to Lenin's willingness to use force at crucial times. Evidence could include the closing of the Constituent Assembly, the Red Terror, the deaths of the Imperial family, the quelling of the 1921 Kronstadt rebellion and the setting up of the one-party state by 1922. Bolshevik victory in the Civil War also aided the consolidation of power. Others may argue that Lenin's policies also ensured the consolidation of Bolshevik power, for example, the Decrees on Peace and Land were very popular. War Communism helped ensure Bolshevik victory in the Civil War. Lenin's adaptability was also an important factor, he introduced the NEP to end widespread protests against War Communism. Some may conclude that the consolidation of power resulted from a combination of the use of force and of popular policies. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 25.** “Imperial expansion in Africa and Asia had a significant impact on European diplomacy.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that Imperial expansion in Africa and Asia had a significant impact on European diplomacy. To support the statement candidates may argue that disputes arising from imperial expansion did have a clear effect on European diplomacy, eg Jameson Raid, Kruger Telegram, Fashoda and the two Moroccan crises. The creation and development of the Entente Cordiale could be linked to these events. Candidates may challenge the statement and argue that imperial expansion in Africa and Asia had little or no impact on European diplomacy. Instead, they could stress the importance of events in Europe, especially the Balkans in the years up until 1914 in influencing European diplomacy. In addition, there were long-running tensions between France and Germany that impacted European diplomacy. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 26.** To what extent did the Alliance system lead to the outbreak of the First World War?

The question requires that candidates consider the merits or otherwise of the suggestion that the Alliance system led to the outbreak of the First World War. Candidates could discuss the development of two armed camps in Europe, the Triple Entente and the Triple Alliance. There may be a discussion of the various crises in the decade prior to war that strengthened the two alliances. There may be reference to the annexation of Bosnia-Herzegovina in 1908 and the two Moroccan Crises as events that led to stronger ties within the alliances. These crises often led to an unwillingness to back down in the future. Candidates may argue that Austria Hungary took a hard line with Serbia after Sarajevo because of the strong alliance with Germany citing the Blank Cheque. Others may argue that the Alliance system was not a major cause of the outbreak of the war but had a “domino effect” of expanding the war once the conflict had begun in July 1914. Others may argue that underlying causes such as imperialism, the Naval race, nationalism (especially in the Balkans) contributed to long-term tensions and that the Alliance system had developed because of these tensions. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

27. To what extent was popular support the main reason for Hitler becoming Chancellor in January 1933?

The question requires that candidates consider the merits of the view that popular support was the key factor in Hitler becoming Chancellor. Responses may argue that the Nazis were the largest party in the Reichstag with 230 deputies in July 1932 making Hitler a potential Chancellor. He also had the backing of elite groups (big business and the army), because they feared communism. Others may discuss the weakness of the Weimar Republic with political parties unwilling to work together for a stable government. Undemocratic methods (Article 48) were overused and democracy had ended by 1930, making Hitler more acceptable. Alternatively, it could be argued that Nazi support was declining, (November 1932 they had 192 deputies), that it was the plotters around the president who convinced him to make Hitler Chancellor. Some may argue that the failure of Weimar to deal with the impact of the Depression led to Hitler's rise as a national politician. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

28. Examine the reasons for political change in the inter-war years in **one** European country (other than Germany, Italy or Spain).

The question requires that candidates consider the reasons for political change in their chosen state. Established states such as Great Britain and France would be appropriate as would any of the states which were established as a consequence of the post-war settlement. Possible reasons could include a drift to the right because of discontent with the post-war treaties (Hungary for example was a revisionist state). Economic factors could be a key reason for political change in any state, particularly the impact of the Great Depression. In some cases, fear of communism had a significant impact on politics: in Hungary, Horthy's position was strengthened by his anti-communist stance. Similarly, Salazar in Portugal gained support because of his anti-communist views. Reasons will vary depending on the chosen exemplar. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 15: Diplomacy in Europe (1919–1945)

- 29.** To what extent had the Paris peace treaties (1919–1923) achieved their aims by 1929?

The question requires that candidates consider whether the aims of the peace makers had been achieved by 1929. Responses may broadly identify some key aims, such as, stabilizing Europe both politically and economically; preventing the spread of communism and establishing an organization to maintain stability (League of Nations). Candidates may argue that these were largely achieved by 1929 but that there were underlying weaknesses. Other responses may focus on individual peacemakers and their aims. Orlando was extremely unhappy about the terms of St Germain as it failed to give Italy territory that had been promised in the 1915 Treaty of London. Lloyd George was reasonably satisfied with the economic recompense Britain received but by 1929 Great Britain realized that reparations were problematic. Clemenceau wanted a weak Germany but by 1929 Germany was again a major power. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 30.** “The weakness of collective security was the main reason for Chamberlain’s signing of the Munich Agreement.” Discuss.

The question requires that candidates offer a considered and balanced review of the reasons Chamberlain signed the Munich Agreement. Some may agree with the statement arguing that collective security as a policy had been weakened since the early 1930s and that nations only cooperated when it suited their own national agenda. This had been demonstrated over the Abyssinian Crisis. Other reasons could include how Britain was unwilling to back French support of Czechoslovakia because Britain feared Soviet expansion into western Europe in the wake of the Franco-Soviet Pact of 1935. Neither Britain nor France were militarily strong enough to prevent an attack on Czechoslovakia. Others may argue that Chamberlain was still committed to the policy of appeasement and he was convinced that he could avoid a war if he reached a settlement with Hitler. A third line of argument could be that Chamberlain signed the Munich Agreement because he had no other option, he needed to buy time for Britain and France to prepare for war. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

31. Discuss the reasons why Stalin was able to become leader of the Soviet Union by 1929.

The question requires that candidates discuss the reasons why Stalin was able to become leader of the Soviet Union by 1929. Candidates may refer to Stalin's strategies to gain prestige from presenting himself as Lenin's chosen successor in spite of Lenin's Testament. They may discuss his role at Lenin's funeral and Trotsky's non appearance. Candidates may also underline the importance of his position as General Secretary of the Communist Party. This position allowed him to increase his support in the Party via the Lenin Enrollment. He maneuvered between factions to defeat his various rivals; first of all, isolating Trotsky and then expelling Kamenev and Zinoviev from the Party. He used the debate on the New Economic Policy (NEP) to reduce the influence of Bukharin and the Right. Having adopted the policy of "Socialism in One Country" which was popular in the Party, he reinterpreted it to push for Collectivisation and Industrialization. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

32. "Post-Soviet Russia experienced more economic change than political change up to 2000." Discuss.

The question requires that candidates offer a considered and balanced review of the statement that post-Soviet Russia experienced more economic change than political change up to 2000. Candidates may offer equal coverage of economic and political changes, or they may prioritize the discussion of one of them. However, both aspects will be a feature of the response. Regarding the political changes, candidates may discuss new policies introduced by Gorbachev and Yeltsin; the long term impact of the *glasnost* policy; the foundation of the Russian Federation; its new constitution; and the performance of the new multi-party system. Regarding economic developments, candidates may discuss the consequences of the *perestroika* policy; the extent of the privatization of the economy; market liberalization; the impact on currency, salaries, and employment. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

33. “The state played the most significant role in achieving economic recovery during ‘Les Trente Glorieuses’ in France.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the state played the most significant role in achieving economic recovery during “Les Trente Glorieuses” in France. Candidates may support the statement citing redistributive plans and state policies to avoid inequalities and inflation. Candidates may also refer to the creation of state planning institutions such as the DATAR, and the participation of France in the European Economic Community, (EEC) that also helped economic recovery. Candidates may challenge the statement discussing the positive impact of the Marshall Plan and the Bretton Woods Agreement; population growth that led to increased economic activity; the role played by private companies; as well as scientific and technical progress that aided economic recovery. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

34. Evaluate the social changes in **one** western or northern European country (other than France, the Federal Republic of Germany and Spain) between 1945–2000.

The question requires that candidates make an appraisal of the social changes in one western or northern European country (other than France, the Federal Republic of Germany and Spain) between 1945–2000. Candidates may refer to the emergence of democracies and the changes they brought in terms of freedom of speech and freedom of association. Candidates may also evaluate changes in the population due to migrations and/or population growth. Other relevant factors may be addressed, for example the foundation of welfare states that allowed governments to offer education and health services. Some candidates may discuss the declining influence of religion in society, for example in Italy. Candidates may also refer to the recognition of minorities’ rights and the introduction of gender issues to the political agenda as examples of social changes. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 35.** “Repression was the main reason for Soviet domination between 1945 and 1968.” Discuss with reference to **two** of the following countries: East Germany, Poland, Hungary, Czechoslovakia.

The question requires that candidates offer a considered and balanced review of the statement that repression was the main reason for Soviet domination between 1945 and 1968, considering two of the named countries. Candidates may support the statement discussing the hierarchical authority imposed by the Soviet Union; the mobilization of Soviet troops; the suppression of any possible dissent, such as the 1956 Revolution in Hungary and the Prague Spring in 1968. Candidates may challenge the statement by arguing that Soviet domination was based on different factors besides repression for example: economic bonds as evidenced by the establishment of COMECON; the Warsaw Pact; the support of part of the population; the role played by loyal local leaders, such as Gomulka from Poland and the diplomatic and economic relations between the Soviet Union and East Germany. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 36.** Examine the social and economic challenges faced by **one** country in central or eastern Europe from 1989 to 2000.

The question requires that candidates consider the social and economic challenges faced by one country in central or eastern Europe from 1989 to 2000. Among the economic factors, candidates may examine the consequences of the dissolution of the Soviet Union and the loss of industrial and financial assistance. They can also consider the difficulties of changing from a command economy into a capitalist one, and the challenges to adapt their markets to international trade. Other relevant factors that candidates may examine are the struggles against unemployment and the fall in wages as a consequence of the end of state support. Regarding social challenges, candidates may examine the emergence of nationalist and ethnic movements, for example in the states of the former Yugoslavia. In other countries such as Romania, the loss of population due to migration, and the struggle to maintain public services were significant social and economic challenges. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.
