

MARKSCHEME

May 2002

HISTORY - EUROPE

Higher Level

Paper 3

Notes on Individual Questions

These must be read in conjunction with current mark bands.

1. To what extent were both poverty and prosperity causes of the 1789 French Revolution?

The question demands that both poverty and prosperity are assessed as causes of the French Revolution, then to satisfy “To what extent,” other causes should be mentioned very briefly.

Poverty

France as a whole, and the peasants in particular, were suffering from an outdated feudal system, an inefficient taxation system which fell heavily on the peasants, and bad harvests. These should be expanded and analysed, in order to judge how far they were causes of the French Revolution.

Prosperity

The situation of the middle classes, the bourgeoisie, could be analysed. They were now educated, richer through trade and industry but hampered by outdated custom dues and frustrated by their lack of political participation.

Other causes to be mentioned briefly could include the monarchy especially its financial problems and the philosophers.

[7 marks] and under for a vague general account of causes with no mention of poverty and prosperity.

[8 to 10 marks] for all causes including poverty and prosperity.

[11 to 13 marks] for more explicit evaluation of poverty and prosperity.

[14 to 16 marks] for a focused analytical approach in a structured framework.

[17+ marks] for evaluation of “to what extent” also.

2. Why did Napoleon Bonaparte (Napoleon I) become ruler of France and what were the results of his period in power?

This question demands an explanation of both the reasons that led to Napoleon becoming the ruler of France, and the effects of his rule of France. It is acceptable for results to refer only to France, or for a brief mention of the wider results. This covers a wide area and will suit those candidates who like to consider a large topic and reach an overall conclusion. Careful selection and concise expression are needed.

Suggestions for Napoleon becoming ruler of France are: void left by the downfall of the monarchy; revolutionary chaos and wish for law and order; Napoleon's actions, military and political, *e.g.* he overthrew the Directory, became First Consul 1799, Consul for life 1802, and Emperor in 1804. Candidates can take any of these dates as a starting point for his rule.

Results could include: military victories and their cost; legal reforms; administrative reforms; the economy; education; repressive measures, a police state?

[8 to 10 marks] for a narrative account with implicit explanation of rise and rule.

[11 to 13 marks] for better focus on rise and rule and an explicit explanation of them.

[14 to 16 marks] for a balanced, structured focused essay on, and explanation of, reasons and results.

[17+ marks] for an in-depth critical analysis or different interpretations of the reasons for and results of, Napoleon's rule.

3. Evaluate the successes and failures of the Congress of Vienna (1814–1815) in the period that followed, until 1850.

Candidates need to give the main aims and terms of the settlement and show how far they were still in place or valid in 1850.

The main aims could be said to be to restore peace and stability to Europe after the Revolutionary and Napoleonic wars. They sought to do this by: territorial settlements, embodied in the Final Act of 1815, France, Spain, the German Confederation, Poland, Italian states, Belgium, Holland were all affected; the great powers, Austria, Great Britain, Prussia and Russia all obtained gains; emphasising legitimacy; ignoring nationalism and liberalism; establishing a new system of diplomacy.

Candidates need to analyse some of the above to be able to evaluate the successes and failures, *e.g.* the general peace until the Crimean War – after 1850; the recovery of France; the attempts to continue co-operation in the Congress system. But problems arose in the Netherlands, Spain, Italy, *etc.* and especially in the widespread 1848 revolutions. Also the Congress system did not last.

[8 to 10 marks] for a narrative account of some of the above with implicit focus on success and failure.

[11 to 13 marks] for better detail and focus on success and failure.

[14 to 16+ marks] for balanced evaluation in a focused structured essay.

4. Why, and to what extent, had Prussia replaced Austria as the leading power in the German Confederation by 1862?

The question requires an examination of the relative strength, politically and economically, of Austria and Prussia between 1815 and 1862, the year that Bismarck became chief minister of Prussia, in order to ascertain why and how far, Prussia had become more important and more powerful in the German Confederation by 1862.

Some areas to consider are: economic development, the importance of the Zollverein of which Austria was not a member. Railways, trade and industries: the strength and weakness of both governments, demands for constitutional reform; Austria's nationalities problems, including Italy; 1848 rebellions and their aftermath in both countries; Italian unification wars. Probably candidates will conclude that Prussia was the more powerful state, (but that this was not yet widely realised) because of economic progress and Austria's political and imperial problems which were weakening her position.

[8 to 10 marks] for a narrative of some of the above with implicit attention to "leading power".

[11 to 13 marks] for greater emphasis on assessing the reasons for and the extent of, Prussia as the "leading power".

[14 to 16 marks] for a balanced essay assessing the relative positions of both Prussia and Austria.

[17+ marks] for insight, analysis and interpretation.

5. "A popular patriot." How far do you agree with this judgment of Garibaldi's contribution to Italian unification?

The question asks for an assessment of whether Garibaldi was a popular figure acting for love of his country. From this the answer could be developed to assess if there was ever a motive of self-interest, and if Garibaldi's actions were always in the interest of Italy, e.g. was Italy ready for unification?

Candidates could assess Garibaldi's beliefs and aims from changing from a republican supporter of Mazzini's Young Italy, to handing over his conquests to Victor Emmanuel II. His guerrilla and more orthodox military activities in and outside Italy; his presence in Rome 1849, and especially his conquest of the kingdom of the two Sicilies which largely account for his popularity. Any assessment should probably include his relations with Cavour.

[8 to 10 marks] for an account of some of Garibaldi's actions with implicit focus on "popular patriot".

[11 to 13 marks] for more explicit focus on the quotation.

[14 to 16 marks] for a structured, analytical response focused on "popular patriot".

[17+ marks] for a more critical, balanced response with perhaps other interpretations.

6. Compare and contrast the foreign and imperial policies (excluding Ireland) of Disraeli and Gladstone from 1868 to 1886.

This is a straightforward comparative question. Candidates will probably emphasize the contrast between the aims and interests of the two British politicians. Disraeli was mainly interested in foreign affairs whilst Gladstone concentrated on finance, domestic affairs and Ireland. But both men were involved with the Balkans, Afghanistan and Africa, in government and opposition.

Disraeli borrowed £ 4 million to buy into the Suez Canal company, made Victoria Empress of India, sought to limit Russian expansion in eastern Europe, and claimed success at the Berlin Conference of 1878 with Cyprus. However his reputation declined with initial losses in the Anglo-Zulu War of 1879.

Gladstone also suffered humiliation in Africa in the first Boer War of 1881, and the death of Gordon at Khartoum, and was criticised for sending “too little too late,” because he resented spending money on overseas expeditions. But he had supported Cardwell’s army reforms. Unlike Disraeli he did not wish to bolster Turkey and strongly criticised the Bulgarian atrocities.

[7 marks] and under if only Disraeli or Gladstone is tackled.

[8 to 10 marks] for end-on accounts with implicit comparison.

[11 to 13 marks] for better linkage or an unbalanced comparative structure.

[14 to 16 marks] for a solid comparative essay.

[17+ marks] for good balance and perceptive analysis of how both were often faced with situations beyond their control.

7. Assess the aims and achievements of Bismarck’s foreign and domestic policies between 1871 and 1890.

The German Empire was proclaimed in 1871 with Bismarck as its Chancellor. He was ousted from his position in 1890 after clashes with William II. The question demands that the aims of Bismarck’s foreign and domestic policies should be stated and their achievements – and failure to achieve – must be assessed.

In foreign policy, having achieved the unification of Germany under Prussia, Bismarck sought to retain that position. He rightly identified the two danger areas, the Balkans and France. To maintain peace and the “status quo,” he formed a series of alliances with Russia, Austria and Italy, but in the end Austria was preferred to Russia, France remained hostile, and the alliance between these two helped to cause a troubled situation that eventually erupted into the First World War. Candidates can either praise Bismarck for keeping the peace, or blame him for an explosive situation.

In his domestic policy Bismarck appeared to support royal authority in an attempt to keep parliament in check. He strongly opposed all groups that opposed his policies and clashed with the Catholic centre party, liberals, and socialists (he introduced both anti-socialist legislation and social reforms to combat socialism). Candidates can assess his individual policies and note the overall effect, which was perhaps to retard political growth and maturity in Germany.

[8 to 10 marks] for a narrative of some of the above with implicit assessment.

[11 to 13 marks] for adequate factual detail and more explicit assessment.

[14 to 16 marks] for a balanced, focused and analytical essay, on aims and achievements.

[17+ marks] for insight into aims, motives and results of Bismarck’s policies.

8. To what extent did Alexander II succeed in reforming Russian life and institutions?

This question should prompt candidates to state then analyse the main reforms of Alexander II in order to judge why and how far the Tsar meant to reform Russian life and institutions, and if the reforms achieved their objectives. Better candidates could define “life” and “institutions” and differentiate between them, but most will probably address the reforms together.

Probably Alexander hoped to support and modernise both Russia and Tsardom after defeats in the Crimean war. In 1861 serfs were emancipated; then zemstva were set up for local government; courts were reformed; the army was made more efficient; educational reforms were introduced by Golovin; economic expansion began including railways. Candidates must assess these reforms and note the growth of opposition and especially the Tsar’s failure to institute a national дума.

[7 marks] and under for emancipation only.

[8 to 10 marks] for a narrative of some of the reforms with implicit assessment.

[11 to 13 marks] for better focus on life and institutions and more explicit assessment.

[14 to 16 marks] for a balanced analytical approach to “life and institutions”.

[17+ marks] for an essay that analyses aims, motives, problems, successes and failures.

9. “Success abroad and failure at home.” To what extent do you agree with this judgment of the policies of Napoleon III?

The question asks candidates to judge how far the foreign policy of Napoleon III was successful and how far his domestic policy was a failure. To do this they should consider main aspects of the policies and judge them. They could also ask success or failure for whom, Napoleon or France, and in what ways did the two differ?

Foreign policies could include: Crimean War; Italy; relations with Bismarck culminating in the Franco-Prussian war; Mexican venture. The last two were not successful.

Domestic policies could include the following: methods used to become emperor; economic policies, industrial development, railways, banking; public works including the rebuilding of Paris; social legislation, constitutional changes.

The quotation gives candidates an opportunity to disagree with the question.

[8 to 10 marks] for a narrative account of Napoleon’s rule.

[11 to 13 marks] for more detail and assessment.

[14 to 16 marks] for an answer clearly structured and focused on the quotation.

[17+ marks] for depth of analysis or different interpretations.

- 10. Analyse the social and political effects of the developments during the nineteenth century in one or more European countries, of *two* of the following: agriculture; social legislation; transport.**

The question does not specify how many countries are required, and a thorough case study of one country would be sufficient, whilst generalisations which do not name specific countries will not score well.

Social effects suggests the effects on the lives of the people, and political effects needs an analysis of how the selected topic affected national and local government activities.

[8 to 10 marks] for a narrative or descriptive answer with implicit analysis.

[11 to 13 marks] for better focus on political and social effects.

[14 to 16+ marks] for a focused, structured, analytical essay.

- 11. Assess the political and economic development of *one* Scandinavian country in the nineteenth century.**

This question gives an opportunity for candidates from Scandinavia to use their knowledge of national history.

Denmark separated from Norway in 1815 and as a result of her alliance with Napoleon lost Pomerania. Representative government was granted in the 1830s and the country became a constitutional monarchy in 1849. The duchies of Schleswig and Holstein were lost in 1864.

Norway secured a national assembly in 1807, but was united with Sweden in 1814, retaining its separate parliament. Universal suffrage was granted in 1898.

Sweden lost Finland to Russia in 1809. Charles XIII (1809–1818) granted a new constitution which, with amendments in 1864 has formed the basis of Swedish government ever since.

Finland became a grand duchy in the Russian empire in 1809 and was guaranteed constitutional government. The Russians respected Finland's autonomy until 1898.

Probably the majority of the answer will consist of political but save at least *[5 marks]* for economic developments.

[8 to 10 marks] for a narrative answer, with implicit assessment.

[11 to 13 marks] for some explicit assessment based on specific details.

[14 to 16+ marks] for a structured answer which analyses political and economic developments.

12. Evaluate the importance of Austria–Hungary on European developments between 1867 and 1918.

Austria–Hungary became a joint monarchy with the Ausgleich in 1867, after Austria’s defeat by Prussia the previous year, and the empire ended with the abdication of the last emperor, Charles, at the end of the First World War. The question demands an evaluation of the importance of this empire on European affairs.

The main areas that should be evaluated are: relations with Germany; rivalry with Russia; ambition in the Balkans; part played in causing the First World War and during the war.

[7 marks] and under if only the immediate events leading to the First World War are mentioned.

[8 to 10 marks] for a narrative mainly but not exclusively of the causes of the First World War.

[11 to 13 marks] with some attention to events in the nineteenth century and explicit evaluation.

[14 to 16+ marks] for a balanced, structured, analytical essay.

13. In what ways, and for what reasons, had the quality of education improved *and* the number of people educated increased, in *one* European country by 1900?

The advancement of education in numbers, quality and content is required. Ideally a case study of the chosen country will have been undertaken.

Ways could include the work of individuals, philanthropists and reformers, societies including religious bodies, and especially the measure undertaken by national and local government bodies. Laws were passed, money provided, educational institutions founded.

Reasons could include the need for a better-educated and trained workforce, increase in the franchise, increase in leisure, *etc.*

[8 to 10 marks] for a descriptive answer with implicit how and why.

[11 to 13 marks] for better detail and reasoning.

[14 to 16+ marks] for an analytical answer structured and focused on how and why.

14. Analyse the causes and results until the end of 1917, of the first 1917 revolution in Russia.

This question asks for long and immediate causes of the first revolution in 1917. It specifies an end date, slightly beyond the Bolshevik Revolution but the seizure of power by the Bolsheviks would be acceptable.

Causes could include: dissatisfaction with the Romanovs and the inadequacy of tsarist rule, disappointment with the dumas; defeat in war; economic distress; famine; industrial unrest; growth and work of opposition parties. The actual outbreak was unexpected and arose out of bread riots and strikes.

Results could include: the Provisional government; failures of the Provisional government to end the war and redistribute land; the end of the Romanov dynasty; the second Bolshevik revolution and the coming to power of Lenin.

[8 to 10 marks] for a narrative account with implicit analysis.

[11 to 13 marks] for a more detailed analysis with more explicit assessment.

[14 to 16 marks] for a structured, analytical essay focused on causes and results.

[17+ marks] for a deeper understanding of the complexity of events and/or different interpretations.

15. How did the treaties which followed the First World War affect Europe up to 1929?

The question demands an explanation of how the Treaty of Versailles, June 1919, the treaty of St Germain, September 1919, the Treaty of Neuilly, November 1919, the Treaty of Trianon, June 1920, and the Treaty of Sèvres, August 1920, affected Europe.

Versailles should not be difficult, territory ceded by Germany caused bitterness, reparations neither satisfied Germany nor the recipients, the demilitarisation of the Rhineland and reduction of forces also caused problems all round. The rise of the Nazis and Hitler, and the depression will no doubt be mentioned.

St Germain reduced Austria, and other states in the area benefited *e.g.* Poland and Czechoslovakia, but this part of Europe was destabilised.

Neuilly reduced Bulgaria.

Trianon reduced Hungary.

Sèvres reduced Turkey, was not accepted and led to war and the rise of Kemal Attaturk.

Do not expect all the above, but probably those who only name Versailles and deal with the effects in general (but do cover most of Europe) should be limited to **[14 marks]**.

[8 to 10 marks] for a narrative or descriptive account based on Versailles.

[11 to 13 marks] for a more detailed account and focus on effects.

[14 to 16 marks] for a balanced structured essay focused on how Europe was affected.

[17+ marks] for exact detailed knowledge and analysis.

16. **“Lenin succeeded in convincing the Russian people that the path to happiness lay through lawlessness, arbitrary rule and violence.” To what extent does Lenin’s position in, and rule of, the USSR between 1918 and his death in 1924 support this statement?**

Candidates could begin with Lenin’s dismissal of the Constituent Assembly in January 1918, cover the main features of his regime and pass judgment.

As head of the Council of People’s Commissars and then chairman of the Communist Party Lenin ruled USSR. He was able to become the autocratic and virtually unchallenged leader because of his dominant position in the Bolshevik party. His rule was ruthless; his preoccupation was the Revolution. He used the peasants and the proletariat, but did not care at all about their welfare.

Some aspects to analyse are: end of war with Germany; civil war; war communism; terror; efforts to promote world revolution; New Economic Policy. After his stroke in 1922 he was practically incapacitated.

[8 to 10 marks] for a narrative account of some of the above with implicit assessment.

[11 to 13 marks] for a more detailed account and explicit assessment of the quotation.

[14 to 16 marks] for a structured analysis of the main features of Lenin’s position and rule.

[17+ marks] for insight into Lenin as a revolutionary ruler with perhaps also consideration of how far he was in control after his stroke in 1922.

17. **To what extent is it true to say that the League of Nations failed**

(a) because of its idealistic origins, and

(b) in spite of its idealistic origins?

The question asks for an analysis of the reasons for the failure of the League of Nations based on two opinions. Candidates can treat (a) and (b) separately or together. “To what extent” also allows consideration of other reasons for its failure, such as Hitler’s and Mussolini’s aggression.

(a) The League was drafted at the Paris Peace Conference in 1919 and was incorporated into the Treaty of Versailles. After the horrific war delegates wanted to end wars, and secure peace through diplomacy. It was hoped that the League would do this. It was an ideal and not enough attention was paid to its practicalities such as an army to impose sanctions, finance *etc.* All nations were considered equal in some ways, therefore one state one vote, but the “guilty” nations were not admitted in the beginning.

(b) The League was expected to perform wonders, but from the beginning nations were wary. The USA did not join. Other nations ignored it and made treaties outside it. Others just disobeyed and left it thus showing that idealism had not worked.

[8 to 10 marks] for a narrative with implicit answers to (a) and (b).

[11 to 13 marks] for better focus on to what extent?

[14 to 16+ marks] for an intelligent structured answer to the set question.

18. Assess the successes and failures of Mussolini’s domestic policies.

This is a straightforward question on Mussolini’s home policies, but to obtain good marks candidates must analyse them not just narrate them.

Mussolini was asked to form a government in October 1922, and the following month assumed dictatorial powers. Using intimidation, patronage and propaganda he turned Italy into a totalitarian state by 1929. Individual domestic policies to consider include: the corporate state; the various “battles” births, wheat *etc.*; agriculture, industry; building programmes; education; relations with the Catholic Church.

[8 to 10 marks] for a narrative answer with implicit assessment.

[11 to 13 marks] for more detail and explicit assessment.

[14 to 16 marks] for an answer structured on success and failure.

[17+ marks] for perceptive analysis or different interpretations.

19. Analyse the causes and results of *either* the Spanish Civil War (1936–1939), *or* the Portuguese Revolution of 1974.

Both Spain and Portugal experienced social, economic and political unrest with divisions between rich and poor and areas of under development.

The Portuguese monarchy was overthrown and a republic established in 1910, but a period of dictatorship under Salazar lasted from 1932 to 1968. A military coup in 1974 was followed by ten years of political unrest under 15 governments.

Spain also had a dictatorship under Primo de Rivera from 1923 to 1930, followed by the exile of the king, the establishment of a republic, increasing political fragmentation, and a military revolt lead by Franco. After Franco’s success in the civil war, he established a dictatorship, but at the end he paved the way for the restoration of the monarchy and the return of democracy.

[8 to 10 marks] for a narrative with implicit assessment.

[11 to 13 marks] for more explicit assessment.

[14 to 16+ marks] for detail, structure, focus and analysis.

20. For what reasons could it be argued that the Second World War in Europe was “total war”?

This question requires a definition of total war followed by specific evidence to decide if the Second World War was total war. Most would probably agree that it was.

Total war can be defined as a war in which all a nation’s resources, human, government, economic, financial and ideological are mobilized in the effort to fight and win the war. This term was applicable for example to the war efforts of Germany, Great Britain and USSR in the Second World War. Specific details should be given to prove this, *e.g.* in Britain, conscription, direction of labour, rationing, national government, blackout regulations *etc.*

[8 to 10 marks] for a descriptive essay giving rather unstructured examples.

[11 to 13 marks] for some explanation of total war with examples of how the Second World War fitted it.

[14 to 16+ marks] for a definition followed by evidence to prove the argument, with perhaps some evidence to disprove it.

21. Evaluate the impact of Stalin’s policies between 1941 and 1953 on the USSR, and on Europe.

The period covered in the question is from the invasion of Russia by Hitler’s forces to the death of Stalin. The demands of the question are therefore an evaluation of the effects of Stalin’s policies on the Second World War and the beginning of the Cold War, both for the USSR and Europe.

Candidates could explain how Stalin’s policies in building up soviet industries and armaments, and throwing all resources against Hitler’s forces, without regard for human life, helped to defeat Hitler. He thus saved the USSR and helped to save Europe, from Nazi control.

Stalin was also responsible for Soviet domination both in the final stages and after the war, in eastern Europe with the effect of acting as a barrier, and providing resources *etc.* for USSR, and causing divisions in Europe.

The responsibility of Stalin’s policies for causing the Cold War, which affected USSR and Europe, could be evaluated.

His domestic policies continued to cause hardship in the USSR, *e.g.* further purges.

Do not demand all of the above.

[8 to 10 marks] for a narrative with implicit evaluation.

[11 to 13 marks] for better order, detail and evaluation.

[14 to 16 marks] for a structured, balanced analytical answer.

[17+ marks] for an in-depth treatment of impact, and full coverage of USSR and Europe.

22. **“In spite of the ravages of the Second World War and the anxiety of the Cold War, the period 1945 to 1990 was one of reconstruction and development in western Europe.” To what extent do you agree with this statement?**

This is a wide ranging question and several different approaches and themes would be appropriate.

Some of the areas that could be discussed are: recovery after the war, especially in Germany, politically and economically; the various agencies and organisations that were founded for recovery and co-operation such as the EEC (later the EEU), EFTA, EURATOM, the European Coal and Steel Community; co-operation with the USA, Marshall Aid, NATO; specific details of other countries such as France and Britain.

“To what extent” requires an assessment, and the uncertainty of the Cold War could be discussed.

[8 to 10 marks] for a narrative or discussion of some relevant issues.

[11 to 13 marks] for specific details which are explained, with good focus on the quotation.

[14 to 16+ marks] for a focused analytical essay.

23. **Compare and contrast the career and importance of *two* of the following: Adenauer; De Gaulle; Khrushchev.**

Career could be limited to the time that the two selected leaders were in charge of their countries, or include fuller details. Domestic and foreign policies should be considered as well as their importance outside their own countries.

Adenauer (1876-1967) was the first Chancellor of the German Federal Republic 1949 to 1963, he helped the political and economic recovery of Germany, established close relations with France and restored relations with USSR.

De Gaulle (1898-1970) was the leader of the Free French during the Second World War, was the last prime minister of the French Fourth Republic in 1958 and the first president, 1959 to 1969 of the fifth republic. He concentrated on obtaining a leading position in Europe for France, and granted independence to many of France’s colonies.

Khrushchev (1894-1971) became First Secretary of the Soviet Communist Party after the death of Stalin, in 1953, but his position was not secure until 1955. He then instituted a policy of denouncing Stalin. His Cold War policy fluctuated between détente and taking a hard line.

[7 marks] and under if only one leader is addressed.

[8 to 10 marks] for two end-on accounts with some linkage.

[11 to 13 marks] for better linkage or an unbalanced comparative structure.

[15 to 16+ marks] for a balanced and full comparative structure.

24. How and why were conditions and patterns of work affected and changed by gender issues during the twentieth century?

The question asks how and why work patterns and conditions have changed throughout the twentieth century that is, hours of work, more part-time and flexi-time, more working at home, changes in the type of work *e.g.* from heavy industry to service industries, and how far this was due to gender issues, that is more women working, preference for women and the need to change conditions to suit their needs. Other factors such as technological advancements, could also be discussed.

[7 marks] and under for generalisations only.

[8 to 10 marks] for a descriptive answer with implicit “how and why” and some specific examples.

[11 to 13 marks] for more exact details and focus on “how and why”.

[14 to 16+ marks] for an analytical answer focused on changing work patterns and its connection with gender issues.

25. Analyse economic and political developments in *one* eastern European country, excluding the USSR, in the second half of the twentieth century.

Candidates can select any eastern bloc country except the USSR. The period to cover is from the establishment of the eastern bloc subservient to the USSR until its collapse.

Economic developments could include Comecon and economic problems.

Political developments would include ties with USSR, the Warsaw Pact, attempts to obtain freedom, revolts and their suppression, growth of opposition, freedom.

[8 to 10 marks] for a narrative with implicit analysis.

[11 to 13 marks] for more explicit analysis of economic and political developments.

[14 to 16+ marks] for an analytical, focused and structured answer.
