

Markscheme

May 2018

History


















Higher level









Paper 3 – history of Europe


This markscheme is **confidential** and for the exclusive use of examiners in this examination session.

It is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of the IB Global Centre, Cardiff.

The following are the annotations available to use when marking responses.

Annotation	Explanation	Associated shortcut
BaEv	Basic Evaluation	
	Clear Knowledge Shown	
	Incorrect point	
	Descriptive	
	Development	
	Ellipse tool	
	Evaluation	
	Excellent Point	
	Good Analysis	
GEN	Generalisation	
GP	Good Point	
	Underline tool	
	Wavy underline tool	
	Highlight tool	
	Irrelevant	
	Not Answered Question	
	Lengthy narrative	
	Not Relevant	
	On page comment tool	
	Unclear	

	Repetition	
	Seen	
	Tick Colourable	
UA	Unfinished answer	
Unsp	Assertion Unsupported	
	Vertical wavy line	
	Vague	
	Very limited	
	Well argued	
	Weak argument	

You **must** make sure you have looked at all pages. Please put the  annotation on any blank page, to indicate that you have seen it.

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"> • 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. Discuss the significance of the Domesday Book to the consolidation of Norman authority in England.

Candidates are required to offer a considered and balanced review of the significance of the Domesday Book to the consolidation of Norman authority in England. There are several reasons for Domesday including consolidating and defining changes in land tenure that had occurred in the years since 1066. The aim was to resolve disputes between Normans and Anglo-Saxons. An additional purpose was to clarify rights and dues that were owed to the monarchy by landholders and to ensure the efficient collection of taxes. More immediately it would give a clear picture of the resources of the barons, which William could call on to help repel the threatened invasion from Denmark. In the longer term, the Domesday Book helped to embed the feudal structure more effectively and laid the basis for the continuing authority of the Norman kings in England.

2. “Philip II (Philip Augustus) was a more effective ruler than Louis VII.” To what extent do you agree with this statement?

Candidates are required to consider the merits or otherwise of the assessment that Philip II was a more effective ruler than his predecessor. Candidates may adopt a comparative approach or deal with each ruler sequentially. Both kings sought to reduce the power of their vassals although, and arguably, Philip was more successful in this area, with other rulers such as Henry II and the princes of Flanders paying him homage. Both were in dispute with the Angevins and again Phillip was more successful as he regained Normandy. Louis VII encouraged the construction of royal buildings such as Notre Dame and St Denis to enhance the status of the monarchy and Philip continued this process. Philip’s administrative reforms and the increasing number of royal officials extended his authority. Some may argue that Louis was distracted by his devotion to crusading from effectively ruling France.

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

3. Discuss the reasons for, and the results of, religious coexistence in Spain and/or Sicily.

Candidates are required to offer a considered and balanced review of the reasons for and results of religious coexistence. They may comment on coexistence between Christians and Muslims and Christians and Jews. Candidates may focus on a range of Spanish kingdoms, or they may refer to states collectively and assess a range of reasons and consequences. Some candidates may argue that tolerance was a tradition of Islam, particularly in Andalus, and had been so since conquests in the 8th century. As such, Christians and Muslims—as well as Jews—were accustomed to living together harmoniously. This led to the Golden Age of Culture with great emphasis on literature, art and architecture, mathematics and science. Some may argue that levels of tolerance varied at different periods and in different states. There may be specific reference to *Reconquista* and its impact on religious coexistence.

4. “The main consequence of persecution was, for the Jews, their segregation from society.” Discuss with reference to the period from 1095 to 1492.

Candidates are required to offer a considered and balanced review of the consequences for Jews of their persecution in the given period. Candidates may focus on the consequences in individual countries, or they may refer to several states collectively and assess the consequences more thematically by looking at social, economic and political consequences. Social consequences could range from attacks on synagogues to expulsion from the country, as happened in both France and England. Further, where the ruling authority was weak Jews were often subject to attacks. Economically, the consequences could include loss of property when they were expelled, paying higher taxes or the loss of income as it became difficult for them to act as money lenders. Some may argue that the dominance of Christian doctrine contributed to their segregation from society and encouraged persecution.

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

5. Evaluate the reasons for the overthrow of Richard II in 1399.

Candidates are required to make an appraisal of the reasons why Richard II was deposed in 1399 and weigh up their significance. These may include long-term factors, such as the nature of his rule or the war with France. There may be focus on his treatment of nobles, such as Henry Bolingbroke. Richard was criticised for his financial extravagance, his favourites, his marriage to Isabella and the peace with France. He had difficult relations with Parliament and was unpopular because of his imposition of arbitrary fines. His treatment of the Lords Appellant and later his seizure of Bolingbroke's Lancastrian inheritance alienated many of the nobility. Some may argue that despite his unpopularity his deposition was a consequence of military failure in Ireland, others that the deposition occurred because the nobility encouraged Bolingbroke to take the throne.

6. "The Wars of the Roses were the most significant challenge to royal authority in 15th-century England." Discuss.

Candidates are required to offer a considered and balanced review of the challenges to royal authority in the 15th century and how significant they were. Candidates may focus on the instability that was a consequence of the various stages/conflicts of the Wars. Candidates may challenge the statement by referring to other challenges, such as "overmighty subjects", the personalities and strengths of various monarchs, and questionable claims to the throne. There may be some comparison of the weak rule of Henry VI—because of his illness—and the maintenance of royal authority in the second reign of Edward IV. This may lead to the view that the Wars were the consequence of weak royal authority not a challenge in themselves. This could be further supported by examining the decline of royal authority in the years 1483–1485, which led to the last stages of the wars and the establishment of the Tudor dynasty.

Section 4: The Renaissance (c1400–1600)

7. Evaluate the significance of the patronage of Lorenzo de Medici **and** Ludovico Sforza in the development of the Italian Renaissance.

Candidates are required to make an appraisal of the role and significance that the patronage of both Lorenzo de Medici and Ludovico Sforza had on the Renaissance. There are several ways in which they were significant, including support for artists, the commissions they gave, the range of artists and activities they supported and the time and impact of their influence on the Renaissance overall. Some may argue that Lorenzo was of more significance by referring to the “Golden Age of Lorenzo”, others that he did not commission much work but ensured artists found patrons. He extended the Medici Library and supported the spread of intellectual ideas. Sforza also provided an environment in which artists flourished encouraged by his wife. He supported the building of Milan Cathedral and universities in Pavia and Milan. Critical commentary should be linked to the “development” of the Renaissance.

8. Evaluate the spread of the Renaissance in **one** European country (other than Italy, Germany and Burgundy).

Candidates are required to make an appraisal of the impact of the Renaissance on their chosen country. A range of topics could be addressed, including art and architecture, and the emergence of rulers as patrons of the arts as had happened in Italy. There may be reference to the Renaissance as a stimulus to intellectual activity focused on philosophy, literature and the sciences. Some may argue that the ideas of humanism and the work of Erasmus contributed to the Reformation and therefore there was a significant impact. However, it could be argued that in art and architecture the Renaissance made limited inroads in some countries, with Gothic influence continuing in the arts. Nevertheless, the influence of the Italian Renaissance was significant, for example in France during the reign of Francis I.

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

9. “Religion was the most important motive for the Portuguese voyages of discovery.” Discuss.

Candidates are required to offer a considered and balanced review of the importance of religion as a stimulus for the Portuguese voyages of discovery. Candidates may focus on a range of voyages individually, or they may refer to several voyages collectively. There must be an assessment of a range of other factors. In agreeing with the statement, there may be some discussion of the perceived threat from Islam and the desire to find Christian allies in Africa and Asia to help combat the challenge. It may also be suggested that the crusading ideal was still present. Individuals such as Henry the Navigator were important in encouraging voyages but it may be argued that as a convinced Christian he had a religious motivation. A key motive may arguably have been the search for resources such as gold (Portugal had limited resources), but also to increase Portugal's stature as a European power.

10. With reference to the period up to 1550, evaluate the economic impact on Europe of the voyages of exploration.

Candidates will make an appraisal of the economic impact of the voyages of exploration on Europe up to c.1550. Candidates may use a chronological approach or a comparative approach. The evaluation of the impact of the voyages may include the shift of economic power from the Mediterranean to the Iberian Peninsula, with the growth of major cities in Spain and Portugal as well as other cities such as Antwerp, which handled much of the trade in northern Europe. The influence of bullion and its impact on the general price rise is a much-debated point. Spain was certainly hit hard and the arrival of gold and silver from the New World has been blamed for inflation. It might be argued that the impact of bullion was variable across Europe and not everywhere was affected in the same way, suggesting the impact might have been limited and the changes were due to other issues.

Section 6: The Reformation (1517–1572)

11. “The religious ideas of Luther did not have a long-lasting impact on Europe.” Discuss.

Candidates will offer a considered and balanced review of the statement. They may agree that Luther had a substantial short-term impact but question his long-term impact. Candidates may deal with issues chronologically or thematically. In terms of establishing Lutheranism as a faith, Luther did not act alone; Lutheranism was reliant on others for its systematization and spread. His dispute with the Church meant that Luther had a religious, political, social and cultural impact on Europe. However, while the early years of his dispute caused a storm, his reforms were moderate and his faith did not spread far beyond Germany and Scandinavia. Furthermore, the actions of the princes became significant after the Diet of Speyer (1529). It may be argued that other reformers, such as Calvin had a more significant long-term impact, Calvin’s ideas were more widespread, infiltrating France, the Netherlands and Scotland.

12. Evaluate the reasons for the Peasants’ War in Germany.

Candidates will make an appraisal of the reasons why the Peasants’ War broke out in Germany in 1525. There were several reasons for the war that could include economic and/or social factors, the peasants’ interpretation of the religious ideas of Luther, and the condition of the Church, especially over the issue of tithes and the power of the clerical hierarchy. The Peasants’ War lacked unity and central control and therefore it might be argued that the reasons for peasant involvement varied considerably from area to area. It could be seen as a spontaneous, not centrally organized revolt. There has been some focus on the social and economic motives of the peasants, with some suggesting that it was due to class conflict, with a clash between the old feudal aristocracy and an emerging bourgeois class.

Section 7: Absolutism and Enlightenment (1650–1800)

- 13.** Compare and contrast the impact of the policies of any **two** Enlightened despots.

Candidates are required to give an account of the similarities and differences of the impact of the policies of any two Enlightened Despots referring to both despots throughout. Suitable rulers could include: Frederick II of Prussia, Peter I or Catherine II of Russia and Maria Theresa or Joseph II, both of whom were rulers of the Holy Roman Empire. It is not a requirement that they be from different countries. Many of these Enlightened despots pursued policies to strengthen their state. These could include administrative reform, religious toleration and economic development as well as military reforms. Other areas of comparison and contrast could include their relationship with the nobility and their attitude to serfdom. It could be argued that the actual impact was often limited as far as the lives of ordinary people were concerned as enlightened despots were not prepared to countenance any reforms that would challenge their rule.

- 14.** Evaluate the impact of the Baroque movement on the arts between 1650 and 1800.

Candidates are required to make an appraisal of the impact of the Baroque movement on the arts during the period from 1650 to 1800. The arts may include music, architecture (both religious and secular), painting and sculpture. When evaluating the Baroque movement some discussion of its origins might be appropriate but the focus should be on impact. There may be some discussion of the geographical reach of the movement as it was largely confined to Catholic Europe although there was some impact in England, especially in architecture. On the other hand, the movement had limited impact in France because of its strong classical tradition. It is arguable that the consequences of the Baroque movement in music were some of the most long lasting with reference being made to the development of opera in Italy or the impact of Bach and Handel in Germany.

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

- 15.** “The French Revolution was caused by financial and economic challenges”. To what extent do you agree with this statement?

Candidates are required to consider the merits or otherwise of the argument that it was financial and economic problems that caused the French Revolution. Candidates may examine the role of financial and economic factors in the outbreak of the Revolution together or separately. They may examine the role of these factors in the short, medium or long term. They should also consider the role of other factors such as the social disparity of the Ancien Régime, the impact of Enlightenment ideas and the errors of Louis XVI especially in the period from 1789. They may argue that the various factors were interrelated. Candidates may choose to define the Revolution as the storming of the Bastille on 14 July 1789 or they may focus more broadly on the range of events from the fall of the Bastille to the execution of Louis XVI in January 1793.

- 16.** Evaluate the success of the Directory (1795–1799) in bringing stability to France.

Candidates are required to make an appraisal of how successful the Directory was in bringing stability to France between November 1795 and November 1799. Stability could be interpreted as political and economic stability. Candidates may argue that it was initially successful, but ultimately a failure and easily overthrown. Areas to consider could include: the levels of political violence and repression, the extent of opposition to the Directory and the extent of economic stability. In the early stages the economy was more stable but towards the end, the levels of corruption and inflation created opposition. Candidates could argue that the Directory did not provide stability. The five Directors were a weak executive with little control of resources and unable to enforce their decisions, with the bicameral legislature, the Council of Five Hundred and the Council of Ancients arguably holding greater sway with its power to appoint Directors.

Section 9: France (1815–1914)

17. Discuss the reasons for the Bourbon Restoration in France.

Candidates are required to offer a considered and balanced review of why the Bourbons were restored in France. Both Restorations may be discussed; that of 1814 and the second, definitive restoration of Louis XVIII after Napoleon’s defeat at Waterloo. Some focus could be on explaining the reasons for the end of Napoleon’s rule, such as Allied determination to defeat Napoleon and his loss of support at home after years of warfare. However, the focus should be on why the Bourbons replaced him. Reasons could include Allied support, as they feared another republic, or that the Bourbons were seen as legitimate rulers by the Allies and in many regions and classes within France. Louis XVIII was careful to announce relatively moderate policies such as freedom of religion. The promise of some press freedom and an elected legislature and no restoration of property allowed moderates to be reconciled to a Bourbon Restoration.

18. “Napoleon III’s foreign policy had more successes than failures.” To what extent do you agree with this statement?

Candidates are required to consider the merits or otherwise of the view that Napoleon III’s foreign policy was, by and large, successful. One approach could be to argue that his foreign policy was successful in the early years of his reign—perhaps until 1859—but that it had many more failures than successes in the 1860s. These led to the defeat by Prussia in 1870, which ended Napoleon III’s rule. The focus of the response could be on the position of France on the European stage (the Paris Peace Conference 1856), and on his relations with other powers such as Britain (making trade treaties), Austria (problems over Mexico) and with Prussia (the rise of which he was unable to prevent). Some may argue that his policy in Italy was successful with victories at Magenta and Solferino and the acquisition of Nice and Savoy for France.

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

- 19.** Discuss the reasons for, and the consequences of, the Repeal of the Corn Laws (1846).

Candidates are required to offer a considered and balanced review of the reasons for and the consequences of the repeal of the Corn Laws. There may be some imbalance between reasons and consequences of repeal, but both should be discussed. Reasons could include long-standing criticism of the Corn Laws because they protected the interests of landowners and made food expensive, and the Irish Famine (1845) that highlighted this and gave the Anti Corn Law League impetus. Another reason was the determination of Peel to repeal the laws despite opposition in his party. The consequences were a reduction in the price of bread and, in the longer term, questions about the role of agriculture in the economy. The political consequences were also significant; the Conservatives split, with Peel and his followers leaving the Party. The Conservatives were unable to win a parliamentary majority until 1874.

- 20.** Evaluate the reasons why Gladstone was unable to resolve the Irish Question.

Candidates are required to make an appraisal of the main reasons for Gladstone's failure to resolve the Irish Question. Candidates could begin in 1868, with his first ministry and continue up until 1894 when he retired at the end of his fourth ministry (following the failure of his Second Home Rule Bill). Candidates may adopt a chronological or a thematic approach. There may be discussion of his different approaches, ranging from reform (the various Land Acts and the Disestablishment of the Irish Church) and later attempts to solve the problem via Home Rule and the use of coercion. Responses are also likely to focus on opposition to Home Rule in Parliament both in the Liberal and Conservative Parties and in the Lords. Public opinion was also unsympathetic to Home Rule because of violence (Phoenix Park Murders) and the question of Ulster.

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

21. Evaluate the importance of foreign influence in the unification of Italy.

Candidates are required to appraise the contribution of foreign powers to the unification of Italy. Candidates may appraise the importance of the role of foreign powers as compared with other factors in achieving unification. The impact of France is also likely to be a focus, from the support of Napoleon III in the partial unification by 1861 but also the presence of a French garrison in Rome preventing full unification. Other powers involved—either positively or negatively—include Austria and Prussia. There are arguments against the primacy of foreign powers in the unification of Italy, these include the importance of Cavour, who helped to develop Piedmont as a liberal state that Italian nationalists could support, and the activities of Garibaldi in increasing the size of the new Italian state.

22. Evaluate the contribution of economic **and** military factors to the rise of Prussia during the period from 1815 to 1866.

Candidates will make an appraisal of the contribution of both issues to the rise of Prussia; however, the treatment of each need not be equal. Economic factors could include the role of the Zollverein, Bismarck's policies to strengthen the Prussian economy, and the weakness of the Austrian economy. Military factors could include military reforms in Prussia and victory in the various wars, which contrasted with Austria's military weakness (defeat in Italy and in 1866). Candidates could challenge the question, arguing that factors other than those relating to the military and economy were important in the rise of Prussia. They could stress the importance of political leadership. For example, Austrian political leadership was not entirely focused on Germany and rivalry with Prussia, instead looking to protect Austria's Italian possessions. Bismarck, however, was clearly focused on strengthening Prussia within Germany.

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

23. “Russia’s participation in the First World War was the main cause of the February/March 1917 Revolution.” To what extent do you agree with this statement?

Candidates are required to consider the merits or otherwise of the statement. Some may choose to argue that it was the impact of the war on society and the economy that led to revolution. Others that there were long-term underlying problems that made revolution likely; that the impact of war was merely as a catalyst for revolution. There may be some assessment of pre-war conditions including the relative stability of the monarchy, levels of discontent and attitudes to the war. There may also be assessment of the problems caused by military defeats (Tannenburg and the Masurian Lakes), high casualty rates and the economic impact of the war. The Tsar’s decision to command the army, as well as the issue of Rasputin, contributed to the increasing unpopularity of the monarchy. The events of February/March 1917 in Petrograd, the Bread Riots, strikes and the actions of the Petrograd garrison may all be linked to the war.

24. “Lenin’s foreign relations were motivated by practical concerns and not ideology.” Discuss.

Candidates are required to offer a considered and balanced review of the statement. They should identify the practical problems Lenin faced that shaped his foreign relations. There should also be some discussion of his Marxist ideology and the goal of world revolution and its impact on foreign relations. The attitude of other powers to Soviet Russia could also be relevant. Practical policies may include the signing the Treaty of Brest-Litovsk, the treaty of Riga (1921), recognition of the independence of the Baltic States and Finland, and the Treaty of Rapallo (1922). These were all a consequence of Russian weakness. The trade agreements with Britain and Germany were a practical solution to restore the Russian economy. Ideologically driven policies could include the Russo-Polish war and the establishment of Comintern, as both were concerned with spreading communism. Some may argue that in the long term, Lenin was committed to world revolution.

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

25. To what extent was Balkan nationalism a significant cause of the First World War?

Candidates are required to consider the view that Balkan nationalism was a major cause of war. While other factors will be considered to provide context, the focus of the response must be on Balkan nationalism. When discussing this issue, candidates may refer to the long-term decline of the Ottoman Empire leading to nationalist aspirations and resentment of Austro–Hungarian rule in Bosnia–Herzegovina, which eventually contributed to the outbreak of war. On the other hand, candidates could also argue that the impact of Balkan nationalism could have been limited to a possible third Balkan War if other factors had not intervened. Other factors that turned a Balkan conflict into a wider war may include the alliance system, the “blank cheque”, Russia’s decision to mobilize and, arguably, Britain’s failure to clarify its position if Germany attacked France. Some may argue that German nationalism was more significant than Balkan nationalism.

26. With reference to the period up to 1918, discuss the reasons for, and the impact of, US entry into the First World War.

Candidates are required to offer a considered and balanced review of the reasons for and significance of US entry into the war. There may be some imbalance but both elements should be discussed. Reasons for may include unrestricted submarine warfare, the Zimmerman Telegram, inclination of the US to enter the war on the side of Britain and France, and events in Russia, which made it possible to describe the war as a “fight for democracy”. When considering the significance of US entry arguments may vary. Some will argue the impact of fresh US troops led to Allied victory, while others could stress the contribution in military supplies and financial support, arguing that the military significance of US troops was limited. It may be argued that other factors, such as Germany’s weak allies, the naval blockade and Allied victories in 1918 (Amiens) had a greater impact on the outcome of the war.

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

27. “Hitler’s consolidation of power between January 1933 and August 1934 was a political revolution.” To what extent do you agree with this statement?

Candidates are required to consider the merits or otherwise of the statement. Candidates should consider the extent of change to the political structure from the Weimar period—or even from Imperial Germany—and whether there was some continuity. Candidates may choose to address continuity and change discretely or chronologically. Some may argue that the dictatorship established in August 1934 was a complete change from Weimar’s liberal, democratic, federalist constitution. Others that the regime had similarities to Imperial Germany, with one dominant authoritarian figure as head of state or that parliamentary democracy had already collapsed between 1930 and 1933. Analysis of factors such as the Enabling Bill, the policy of Gleichschaltung, the position of Trade Unions, the establishment of the one-party state as well as the Night of the Long Knives and Hitler becoming Führer should be linked to the concept of change (revolution).

28. Evaluate the importance of economic and political problems in allowing Mussolini to gain power in Italy in 1922.

Candidates are required to appraise the relative importance of economic and political weakness in undermining the Liberal state in Italy and their contribution to Mussolini’s appointment as prime minister in October 1922. Other factors such as fear of revolution (Biennio Rosso) or Italian nationalism (the mutilated victory) may be considered to provide context for the evaluation of the importance of economic and political problems. There may be some imbalance in the treatment of economic factors (unemployment and post-war recession) and political factors (transformismo, leading to weak government). Candidates may argue that it was the underlying weakness of political institutions, combined with post-war problems, that weakened the Liberal state. Others may argue that it was Mussolini’s opportunism and significant popular support that allowed him to take advantage of the situation, or that the combination of factors led to him gaining power in 1922.

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

- 29.** “The Treaty of Versailles was a harsh and unfair peace.” To what extent do you agree with this statement?

Candidates will consider of the merits or otherwise of the statement; they may support it or argue against it, or they may choose a position somewhere in between. Posterity has not been favourable to the Treaty of Versailles, and candidates may address how judgments of the treaty are affected by how much Germany was negatively affected following the ratification of Versailles in July 1919. However, this is not a “rise of Hitler question” and candidates must not use it thus. Candidates may argue that the treaty was not unfair, referring to the fact that Germany had requested an armistice (thereby admitting defeat), but also remained a major European power after ratification. Some discussion of the significance of Wilson’s Fourteen Points as a basis for negotiation would be relevant, along with the aims of the peacemakers. Comparison with the Treaty of Brest-Litovsk could also be relevant.

- 30.** Discuss the reasons for the failure of the League of Nations by 1938.

Candidates will offer a considered and balanced review of the reasons for the League’s weakness by 1938. Candidates may adopt a chronological or thematic approach. Some may argue that the League was undermined from the outset or that world events during the 1930s overwhelmed it. Areas for discussion could include: the membership of the League, with several important powers not joining or leaving it at key points. Slow decision-making processes may also be discussed, as well as the fact that the League was often bypassed, thus undermining its effectiveness (Conference of Ambassadors). The League’s weak response to various crises and the reasons for this could also be discussed. Candidates may argue that the League was designed to function effectively in an international context that sought peace, but that the 1930s were too unstable and too dominated by aggressive powers for it to be effective.

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

- 31.** Discuss the causes and consequences of Stalin’s purges up to 1953.

Candidates are required to offer a considered and balanced review of the reasons for and the impact of the various purges in Russia. The focus is likely to be on the purges of the 1930s, although some candidates may mention the post-Second World War period up until 1953. Candidates may refer to different historical interpretations of the purges. Some historians argue that purges were used to maintain Stalin’s power, others that the purges were a traditional Russian response to threats. Others still, argue that the NKVD and the Party in local areas spiralled out of control. Consequences could include the weakening of the Soviet armed forces and the fact that Stalin remained unchallenged as ruler until his death. For the wider population, the consequences were that millions suffered and a society that feared to question the party developed.

- 32.** Compare and contrast the domestic policies of Khrushchev and Brezhnev.

Candidates are required to give an account of the similarities and differences of the domestic policies of both leaders, referring to both leaders throughout. They may consider the nature of and impact on the Soviet Union of the leaders’ domestic policies, identifying a broad difference in approach, or they could argue that apparent differences were a matter of detail within the Soviet Union. Areas for discussion could be the impact of policies on living standards, and their policies on agriculture. The position of the Party and levels of repression, including attitudes to dissidents, may also be discussed. Some may argue that Khrushchev was something of a reformer (de-Stalinization) and attempted to change many areas of policy with limited degrees of success. In contrast the Brezhnev era was one of stagnation—particularly economic stagnation—and greater repression, with limited implementation of the Helsinki Accords and the repression of dissidents.

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

33. With reference to the period up to 1949, evaluate the contribution of economic factors to the division of Germany.

Candidates will provide an appraisal of the relative significance of economic factors in explaining the reasons for the division of Germany in 1949. Wartime tensions could be made relevant in setting a context, but the focus is post-1945. Economic factors discussed could include: the issue of reparations, the establishment of Bizonia and the new Deutschmark. Other factors could include tensions over borders (Poland), Stalin's policies in Eastern Europe, Truman's policies (Marshall Aid), and the significance of the Berlin Blockade (1948/49) in ending the pretence of cooperation between the powers. This is not a "causes of the Cold War question" and there should be clear links to the division of Germany. Some may argue that Cold War tensions were the main reason for the division and that the economic disagreements were secondary consequences.

34. Discuss the extent of political change in **one** western or northern European country (other than France, the Federal Republic of Germany and Spain) between 1945 and 2000.

Candidates are required to offer a considered and balanced review of post-war political changes in their chosen country (please note that this does not include any of the former satellite states of the Soviet Union). Relevant choices could include Britain, post-reunification Germany, Norway or Denmark. Political change can be defined in several ways and responses may focus on constitutional change, changes in the political process (universal suffrage) or the impact of societal change on politics. They may consider the importance of organizations such as trade unions and /or the influence of employers' organizations on politics. Some candidates may wish to consider the effects of membership of the European Union on domestic politics. In the later period the emergence—or re-emergence—of far-right parties or the development of issue-based parties such as the Greens may be included.

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

35. “Protests against Soviet domination in central and eastern Europe were unsuccessful up to 1980.” With reference to East Germany and Poland **or** Hungary and Czechoslovakia, to what extent do you agree with this statement?

Candidates are required to consider the merits or otherwise of the statement by identifying the aims of the various protests and the extent to which those aims were achieved. Protest movements in two states must be addressed but allow for some imbalance in their treatment. Frequently the protests were linked to living standards and the extent of direct Soviet control and repression. Whichever states are chosen, responses should address the extent of change, evidence of which may include the existence of increased trade with the west (Poland and Hungary, Czechoslovakia). However, in all cases the Communists remained the dominant party and in some cases repression increased (East Germany). Responses may well conclude that some protests led to improved living standards and/or the diminution (but not eradication) of direct Soviet control.

36. Compare and contrast the role of Walesa in Poland and Havel in Czechoslovakia.

Candidates will identify the similarities and differences in the significance and actions of the two men in their respective countries, referring to both men throughout. The focus is likely to be on the period leading up to the collapse of the communist regime in each country in 1989; however, there should be consideration of their importance in the post-communist period. While both were well known internationally, the focus of responses must be on their domestic roles. Areas for discussion could include the extent of support for their leadership of opposition movements (Walesa had a mass following in Solidarity whereas Havel was considered an intellectual dissident with a limited role political role until 1989). Their significance and actions in 1989 could also be gauged. In the post-communist era, both became president, although Walesa only served one term whereas Havel served two and oversaw the peaceful dissolution of Czechoslovakia.
