

# **Markscheme**

**May 2025**

**History**

**Higher level**

**Paper 3 – history of Europe**

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

| Marks | Level descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13–15 | <ul style="list-style-type: none"> <li>Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized.</li> <li>Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts.</li> <li>Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation.</li> <li>Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer.</li> <li>The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.</li> </ul> |
| 10–12 | <ul style="list-style-type: none"> <li>The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places.</li> <li>Knowledge is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/evaluation.</li> <li>Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives.</li> <li>The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.</li> </ul>                                                                                                |
| 7–9   | <ul style="list-style-type: none"> <li>The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach.</li> <li>Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant.</li> <li>The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</li> </ul>                                                                                                                                                                                                                                                                                                                                           |
| 4–6   | <ul style="list-style-type: none"> <li>The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence.</li> <li>Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance.</li> <li>There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.</li> </ul>                                                                                                                                                                                                                                                              |
| 1–3   | <ul style="list-style-type: none"> <li>There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task.</li> <li>Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague.</li> <li>The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.</li> </ul>                                                                                                                                                                                                                                                                                                                                      |
| 0     | <ul style="list-style-type: none"> <li>Response does not reach a standard described by the descriptors above.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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

### **1) To what extent did Henry I extend the authority of the monarchy?**

The question requires that students consider the extent to which Henry extended the authority of the monarchy. He extended the justice system using Justice Eyres, lessening the power of the barons. He appointed Sheriffs rather than them being hereditary, appointing his own supporters. He successfully dealt with rival claims to the throne with the support of the Church, thus further extending his authority. By 1106 he had gained control of Normandy. The fact that Royal finances were stabilised with the help of Roger of Salisbury meant that he did not have to impose unpopular levels of taxation. Nevertheless, despite relative political peace and stability, there remained a significant number of discontented barons who resented that there were outstanding land claims from the Coronation Charter and who disliked Henry's centralised control. However, Henry had failed to fully extend power in Wales and in the last years of his reign there were many raids by Welsh leaders into Shropshire. Reasonable relations with Scotland relied on Henry's strength of personality. Arguably he was not powerful enough to ensure a stable succession despite baronial promises to accept Matilda as queen, thus Stephen of Blois was able to usurp the throne within a few weeks of Henry's death. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

### **2) Evaluate the effectiveness of the methods used by Richard I and John to retain Normandy.**

The question requires that students make an appraisal of the effectiveness of the methods employed by both kings. Both used a combination of conflict and diplomacy. Richard's main method was war with Philip II, he carried out a war of attrition for several years with some success. He secured his territory by building fortresses such as Chateau Gaillard. He was not able to completely remove the threat from Philip nor did he regain all of the lost territory before his death. Richard used diplomacy to gain allies such as the Count of Flanders. John also employed a combination of war and diplomacy. The Treaty of Goulet secured a truce, John accepted French control of the Evrecin. His marriage to Isabella of Angouleme resulted in renewed conflict. Suspensions about the death of Arthur of Brittany ended the Flanders alliance and led to a revolt in Brittany. Although he had some success (Mirebeau) John was an ineffective military leader and he lost the support of Norman barons because of the cost of war and misrule in Normandy. The battle of Bouvines ended Angevin power in Normandy. Arguably Richard was relatively effective, and Philip was seeking a truce at the time of his death but although John's methods were similar, he was less effective. Students' opinions and conclusions will be clearly stated and supported by appropriate evidence.

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

### **3) To what extent was fear of Muslim power the main reason for Christian hostility towards Muslims?**

The question requires that students offer a considered review of the extent to which fear of Muslim power was the main reason for hostility towards Muslims in medieval Europe. Students may discuss the rising power of the Ottoman Empire and the repercussions of the Crusades. The growing threat of the Muslim presence on the border of the Byzantine Empire and the loss of Byzantine control over the Holy Land served as a reason for the Christians initiating the Crusades. Another cause of hostility was the development of Muslim power around the Mediterranean - Turkic dynasties conquered much of Anatolia throughout the 11th and 12th centuries. Students may also consider the sense of cultural insecurity that resulted from Muslim expansion into Christian territories. Others may suggest that hostility was a reaction to the economic power of the Muslim states who controlled important trading routes, for example tensions between Muslim traders and the Christian cities of Pisa and Genoa. Other reasons may also be considered such as the treatment of Christians within Muslim states and the contribution of Christian doctrine and teaching. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

### **4) Evaluate the most significant contributions of Jews in medieval Europe.**

Students will make an appraisal of the contribution of Jews in medieval Europe. They may argue that while always a minority population, and despite recurring persecution, Jews made key contributions to the intellectual life, art, science, and commerce of Europe. Students may contend that Jewish merchants were critical to international trade by functioning as neutral intermediaries between European, Islamic and Byzantine civilizations. They were particularly important as moneylenders as both the Christian and Jewish faiths prohibited the lending of money at interest to those of their own religion. They were a source of capital for the monarchs of Europe and contributed to their governments, for example, Rabbi Melamed, secretary to Ferdinand III of Spain. Students may discuss their contribution as physicians and astronomers/navigators e.g., Abraham Zacuto. They may also consider that their knowledge of different languages and mathematics allowed them to occupy roles as ambassadors and officials responsible for the collection of taxes. Some students may comment on how the contribution of the Jews varied in different states and at different times. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

5) To what extent was poor leadership the main reason for English defeat in the Hundred Years War (1415-1453)?

The question requires that students consider the merits or otherwise of the view that weak leadership led to England's defeat. Arguably up 1422 and the death of Henry V England had very effective leadership both military and political. Henry won several battles including Agincourt in 1415. His military success led to the Treaty of Troyes ensuring his succession to the French throne on the death of Charles VI. However, from 1428 and the emergence of Joan of Arc the French under Charles VII became more unified and effective against the English. At the same time the English lacked consistent leadership (Suffolk, York) and had a weak king in Henry VI. However, some may argue that although ineffective leadership was an important factor in the defeat, the English lacked both the military and financial resources to win the conflict. The French had a permanent army whilst English forces were overstretched because of problems at home in Wales and Cade's rebellion. The English also found it difficult to finance the war. It could also be argued that once the French had unified under Charles VII and he gained the support of Burgundy the English had limited chance of success. Students' opinions and conclusions will be clearly stated and supported by appropriate evidence.

6) "The War of the Public Weal was the main challenge to the authority of Louis XI" Discuss.

The question requires that students offer a considered and balanced review of the extent to which the War weakened Louis XI. To agree that the war did pose a challenge there may be reference to the opposition by a coalition of feudal nobles led by Burgundy to Louis XI's attempts to centralise royal authority in Paris and the fact that it was not clear who had won the battle of Montlhéry which forced Louis to make some concessions. By 1466 he had reasserted his authority, punishing some of the opposition leaders. It could also be argued that excluding the nobles from the administration of justice and placing it in the hands of the royal council strengthened Louis' authority. Arguably the War was a limited challenge to the authority of Louis XI. However, it could be argued that the War's legacy was internal conflict between factions. It could also be pointed out that it was not until the death of Charles the Bold when Burgundy became French territory again that the nobles accepted completely the authority of Louis XI. They therefore represented a major challenge for several years. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

**7) Discuss the impact of political writings on Renaissance government and society.**

The question requires that students offer a considered and balanced review of the impact of political writings on Renaissance government and society. The responses may include examples from different political territories within Europe. Students may offer equal coverage of the impact of political writings on government and society, or they may prioritize their discussion of one of these topics. However, both aspects will be a feature of the discussion. Students may refer to the concept of “central authority” coming from Machiavelli’s *Prince* as well as Machiavellian tactics. They may also refer to Jean Bodin’s “Six Books of the Commonwealth” (1576) which influenced the concept of absolute monarchy and sovereignty. Moreover, the Separation of Church and State was another major impact of political writings on Renaissance government and society. Other relevant facts may be addressed, for example religion and culture, but with a focus on the issue in question. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

**8) Compare and contrast the Northern Renaissance in Burgundy and Germany.**

The question requires that students give an account of the similarities and differences between the Northern Renaissance in Burgundy and Germany. There does not need to be an equal number of similarities and differences. Students may consider aspects such as humanism, art, patronage, religion, and the state tithe. Both Burgundy and Germany were inspired by humanism and the classics however, Germany focused more on the individualistic aspect of humanism. This can be seen in the different approaches to art. The German artist, Albrecht Durer, is an example of this with his landscape work and portraits. Burgundy’s art was known to be more detail oriented. Both Burgundy and Germany used patronage, however Burgundy used noble patronage and Germany relied on both noble and urban middle class patronage of the arts. While both regions still emphasized religion, Germany was very much tied to the Reformation and Burgundy was less inspired by this and was more interested in international relations related to exchange of ideas and influences at this time. Students’ opinions and 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 technological advances the most important factor in the expansion of European exploration?

Students are required to consider the extent to which technological advances were the most important factor in the development of European exploration. They may consider advances in shipbuilding, navigation, and cartography. The carrack, developed in the 14th and 15th century, made to endure heavy seas, and hold large amounts of cargo and provisions was improved upon with the fast and maneuverable caravel. They had triangular sails which let them sail against the wind and could navigate in shallow waters, making them useful for coastal exploration. By replacing oars on a ship's side with rudders, the Portuguese improved steering. The art of navigation by the stars using the quadrant and the astrolabe was also greatly improved by the Portuguese. The simpler lead line took depth readings of the ocean floor and helped sailors determine the type of ocean they were sailing over. Maps and mapmaking became more sophisticated. Responses may also consider other factors in the growth of explorations such as the role played by commercial interests, patronage of influential leaders and the ambition of individual explorers. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

10) Evaluate the impact of the “Columbian Exchange” on Europe up to 1550.

The question requires that students make an appraisal of the impact of the “Columbian Exchange” on Europe. Students may consider the positive impact that it had by bringing new crops to Europe like potato, maize, tomato, sugarcane, coffee, fruits, and tobacco. These products allowed for changes in diet, leading to population growth, a new expansion of trade and the initial shift towards capitalism. Some may argue that the new crops disrupted European ecosystems and imposed new methods of labor on peasants. They may consider the impact of new sources of bullion, the influx of which contributed to inflation in many parts of Europe throughout the first half of the 16th century and had a substantial impact on living standards. Some students may argue that there was a rise in entrepreneurial activity, as traders sought to capitalize from access to goods that were not subject to the tariffs of the overland routes from Asia and through the Middle East. They may also consider other relevant factors, for example the imposition of European cultural patterns, values and religion on discovered lands that empowered European states. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

11) Evaluate the impact of Erasmus on the Reformation.

The question requires that students make an appraisal of the impact of Erasmus on the Reformation. Students may discuss his influence over other Christian leaders and criticisms of the Church, which led to Catholic reforms. In his many lectures and writings, Erasmus called for a return to classical texts (humanism) that inspired the rereading of the bible and education at the time. This inspired the main reformers including Luther and Zwingli as well as St Ignatius of Loyola (“Spanish Erasmianism”). His “Praise of Folly” (1509) inspired early reformers and his “Novum Instrumentum” (1516) was a strong influence on Luther’s 95 Theses. Moreover, he worked with and befriended John Colet and Thomas More, which helped influence their own reactions to the Church. Furthermore, he significantly differed from Luther in his “Freedom of Will”. While he wanted Christian unity, Luther’s and Erasmus’ differences set the precedent on varying sects within Christianity. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

12) To what extent did the Catholic Church reform clerical education and discipline in response to the Reformation?

The question requires that students offer a considered review of the extent to which the Catholic Church reformed clerical education and discipline in response to the Reformation. Students may offer equal coverage of clerical education and discipline, or they may prioritize their assessment of one of these topics. However, both aspects will be a feature of the response. For examples of reform in education, students may refer to Jesuit schools (humanism), the Council of Trent and “seminaries” for clerical training, and how the Church published catechisms to inform the Catholic community. For examples of reform in discipline, students may refer to the creation of new religious orders with a disciplinary focus: Jesuits, Capuchins, and Discalced Carmelites. Additionally, the Council of Trent emphasized discipline reform with a focus on absenteeism and nepotism. There should be clear exemplars of what changed and what did not in terms of education and discipline. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

13) “The Scientific Revolution was the most significant cause of the Enlightenment.” Discuss.

The question requires that students offer a considered and balanced review of the statement. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of the Scientific Revolution and other causes they feel were more significant, or they may prioritize their discussion of the Scientific Revolution itself if they believe it was the most significant cause of the Enlightenment. However, the Scientific Revolution must be a feature of the response. Students may refer to evidence-based thinking (like the scientific method) that inspired people to question institutions such as the Church (Copernicus and Galileo). The Scientific Revolution also led to a rise of rationalism and intellectual publishing. Other relevant causes may be addressed, for example intellectualism, new political theory, the Reformation, and the growing middle class, but with a focus on the issue in the question. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

14) Compare and contrast the nature of the rule of any **two** absolutist monarchs.

The question requires that students give an account of the similarities and differences between two absolutist monarchs in terms of the nature of their rule, referring to both throughout. There does not need to be an equal number of similarities and differences. The two absolutist monarchs may or may not be from the same European nation. They need not be contemporaries Louis XIV of France and Catherine the Great of Russia would be clear examples. For example, Louis XIV centralized French royal authority, established the intendant system, invested in new colonies (Louisiana and “New France”), sponsored artistic improvements (Versailles), and upheld Catholicism by revoking the Edict of Nantes. Catherine the Great initiated educational reforms, promoted the arts, expanded borders (Crimea, Belarus, and Poland), reformed the legal system (Nakaz), and upheld feudalism and the aristocracy. Authority, reform (economic, social, political), religion, diplomacy, and use of military, could be common themes to compare and contrast absolutist monarchs. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

15) “Economic factors were the most significant immediate cause of the French Revolution in 1789.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that economic factors were the immediate cause of the French Revolution. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. For example, high taxes predated 1789 but additional taxes were added that year to compound the issue of taxation for the third estate. Students may offer equal coverage of economic factors and other immediate causes, or they may prioritize their assessment of economic factors to the events 1789. However, immediate economic causes of the French Revolution e.g. rising bread prices should be a feature of the response. Students may consider the importance of monarchical spending and debt. There may be reference to the calling of the Estates General, the establishment of the National Assembly, and the Tennis Court Oath. Other relevant factors may be addressed, for example social or political factors (estate system and inequality), but with a focus on the issue in the question. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

16) “The nature of the Directory’s government was not revolutionary.” Discuss

The question requires that students offer a considered and balanced review of the statement regarding the nature of government. Students may offer equal coverage of the Directory’s government/rule being revolutionary and not being revolutionary, or they may prioritize their discussion to whichever theme they agree with more. However, both aspects will be a feature of the response. Students may argue that while the structure, systems and reforms were to some extent revolutionary, other aspects were anti-revolutionary. For example, students may refer to the structure (two councils – Council of 500 and Council of the Ancients) which were elected from a reduced electorate with a property qualification, legal system (Year III/1795 Constitution; elections of 1797), reforms (end of “The Reign of Terror” and new public education system), economic policy (new currency, centralized bank, deflation, changes in taxes and tariffs were designed to bring stability not change. Other relevant factors may also be addressed, but with a focus on the issue in the question. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

## **Section 9: France (1815–1914)**

17) “The principle of legitimacy was the most significant reason for the Bourbon restoration.” Discuss.

The question requires that students offer a considered and balanced review of the reasons for the Bourbon restoration. There could be some discussion as to why the Allies were determined to depose Napoleon, arguing that the long years of war meant it would be impossible to make peace while he was still on the throne. Talleyrand had schemed for some time to convince the Allies that getting rid of Napoleon was the only way to have peace in Europe. In 1814 at the first restoration, he convinced the Allies that the Bourbons should be restored, Louis XVIII returned to Paris in May 1814. Some might argue that the reason for Allied support of Louis XVIII was their fear of a new republic but also that the principle of legitimacy was the basis for many decisions made at the Congress of Vienna. This was applied not only in France but in other states conquered by Napoleon. This would mean that the Bourbons were the obvious choice for the French throne. Other factors could be that Louis XVIII promised an elected body and moderate policies on freedom of religion and press. This would ensure a smooth transition from the Empire. Students’ opinions and conclusions will be clearly presented and supported by appropriate evidence.

18) Evaluate the impact of the Dreyfus Affair on French society and politics.

The question requires that students make an appraisal of the impact of the Dreyfus Affair in France. In terms of politics, the Anti-Dreyfusards felt it was vital to defend the reputation of the army and the state over individual rights. A much more right-wing, antisemitic, pro- clerical faction seemed to be emerging polarising politics. However, when Deroulede attempted a coup in 1899 he had little support from the army and the coup was easily quashed as he seemed to offer no clear alternative to the republic. Another political impact was that the left-wing including socialists and moderates rallied to support the republic and in 1902 there was a majority of republicans in the chamber. In terms of society the Dreyfus Affair seemed to cause significant divisions in society with families divided on the issue, constant press commentary for many years (Zola’s J’Accuse article). Some might point out that although the Dreyfus Affair seemed to threaten the stability of the Republic, in reality it was fairly stable. Students’ opinions and conclusions will be clearly stated and supported with appropriate evidence.

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

19) “The Peterloo Massacre did little to alter political attitudes up to 1830.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the view that Peterloo didn't change politics. To agree with the statement there may be discussion of the immediate government response to Peterloo which was to continue with and expand repressive policies to quell the agitation. The Six Acts greatly increased the powers of magistrates to deal with agitators; limits were placed on the size of political gatherings and stamp duty on pamphlets increased. Arguably there was no immediate change in political attitudes. However, some might argue that by the mid-1820s Liverpool had appointed Liberal Tories such as Peel and Huskisson to his government. A series of reforms followed such as the repeal of the Combination Laws, reform of the jails and improvements in other social areas. It could be argued these reforms were an attempt to end the demand for political change which had been a key demand at the Peterloo demonstration. Others may argue that agitation had died down and that the reforms were an attempt to undermine support for the Whigs and had nothing to do with Peterloo. Students' opinions and conclusions will be clearly stated and supported by appropriate evidence.

20) To what extent did the Labour party have a significant impact on British politics up to 1914?

The question requires that students consider the extent to which the Labour party was politically important up to 1914. The Labour Party was formed in 1906 after gaining 29 seats in the election however despite the pre-election pact between the Liberals and Labour some may argue that the party had limited influence on the Liberal governments of Campbell -Bannerman and Asquith. The reforms of the Liberal government were not a consequence of Labour party influence. The Conservatives and Liberals continued to dominate politics, and Labour did not become a viable party of government until after the war. However, some may point out that there was growing support for the Labour Party throughout the country with more and more constituencies having Labour groups. Also, its links with the TUC meant it had a tangential influence on policy, especially during periods of industrial unrest, as in the years prior to the war. In 1910 Labour had 40 MPs and were needed to support the Liberal government in passing the 1911 Parliament Act so Labour did have a significant impact in asserting the authority of the Commons over the Lords. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

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

21 TZ1. To what extent was support for Italian nationalism a cause of the 1848/49 revolutions in Italy?

The question requires students to consider the significance of Italian nationalism as a cause of revolution. There were revolutions in various places in 1848/49 including Milan where the Tobacco Riots were a response to Austrian monopoly of tobacco sales and had very little to do with Italian nationalism. Similarly, the revolution in Sicily was a local grievance. The main cause was hostility to the rule of the Bourbons in Naples and a demand for independence for Sicily. In Venice an independent Venetian republic under Manin was established so again had little to do with Italian nationalism. Charles Albert in Piedmont wanted to add Austrian provinces to his kingdom but was not overtly aiming for a united Italy. Arguably it was only in the Roman republic set up by Mazzini and Garibaldi that Italian nationalism was a significant cause of revolution. Mazzini hoped a Roman republic would ultimately lead to a united Italian republic. The causes of the 1848/49 revolutions/ risings were mostly local grievances or caused by some desire for constitutional reforms and resentment of Austrian dominance rather than support for Italian nationalism. Students' opinions and conclusions will be stated clearly and supported by appropriate evidence.

21 TZ2 & 3. "Mazzini's ideas were a key factor in the growth of Italian nationalism up to 1849." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the view that Mazzini ideas were a key factor in growing support for Italian nationalism. Mazzini had been a member of the Carbonari but was banished from Piedmont in 1829. In exile he founded "Young Italy" and was the first to articulate the idea of unified Italy albeit a republican one. By 1832 Young Italy had 60,000 members, mostly middle class and in 1834 he attempted to overthrow Charles Albert in order to use Piedmont as a base from which to unite Italy, however it was a complete failure and Young Italy was no longer a force in Italian politics. His actions in 1848/49 in setting up the Roman republic were important in furthering support for nationalism, and he had inspired Garibaldi to support nationalism. Some might argue that during the 1840's resentment of Austria and the desire for constitutional reform were the main reasons for the growth of support for Italian nationalism. Nevertheless, Mazzini's idea of a united Italy did take hold and was to some extent an important factor in the growth of nationalism. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

22 TZ1. "The decline of Austria between 1815 and 1866 was largely the result of internal weakness." Discuss.

The question requires that students offer a considered and balanced review of the reasons for the decline of Austria within the German Confederation. Internal weaknesses could include a largely agricultural economy with little industry or industrial potential although there was some growth during the Metternich era. Austria did not join the Zollverein and did not benefit from increased trade with other German states. The frequent nationalist risings in non-German territories such as Italy and Hungary often distracted Austria's attention from the German Confederation. It could also be argued that Austria's decline was directly related to the growth of Prussia which dominated the Zollverein. Austria resisted the notion of German unification whereas Bismarck accepted the notion of Kleindeutschland from the early 1850's. Austria also lacked allies as she had remained neutral during the Crimean war and Bismarck had neutralised France. When tensions with Prussia led to the 1866 War, Austria was isolated. Others might argue that after Metternich was removed Austria lacked strong leadership. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

22 TZ2 & 3. "Economic factors were the main reason for the rise of Prussia between 1815-1866." Discuss.

The question requires that students offer a considered and balanced review of the factors that led to the rise of Prussia. Economic factors which may be considered could include Prussian dominance of the Zollverein leading to closer links with other German states, effectively meaning economic unification. Prussia dominated various trade routes in Germany and had gained the Rhineland and the Ruhr in the Vienna Settlement both of which were important for industrial growth. Prussia's economic growth increased its influence in the Confederation. The leadership of Bismarck after 1862 was also a key factor in the rise of Prussia. He had accepted the notion of a unified Germany and gained the support of liberal nationalists. He also implemented reforms of the army with Von Roon to strengthen Prussia's position and seized opportunities that allowed him to gain allies e.g. support for Russia over the Polish Revolt and he used the Schleswig - Holstein crisis to strengthen Prussia's position in the Confederation. Some might argue that the rise of Prussia was a consequence of her growing industrial economy and the strong leadership of Bismarck. The gradual decline of Austria was also a factor. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

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

23 TZ1. To what extent were decisions made by Tsar Nicholas II between 1905 and 1917 the most significant factor in the collapse of Tsarism?

Students are required to consider the extent to which decisions made by Nicholas II were the most significant factor in the collapse of Tsarism. After the end of the Russo-Japanese War and the 1905 Revolution there were some economic and political improvements, but Nicholas' retention of autocratic power led to the rise of opposition groups. His undermining of the Duma alienated moderate support. In 1914 there was backing for the war but early defeats at Tannenberg and the Masurian Lakes highlighted the need for effective government. The Tsar's decision to command the army in 1915 meant he could be directly blamed for any setbacks on the battlefields and the increasing influence of Alexandra and Rasputin over the government led to further discontent. Over 16 months she employed four different Prime Ministers, five Ministers of the Interior and three Ministers of War. Students may argue that this "Ministerial Leapfrog" led to the work of the government grinding to a halt and to disaster for the monarchy. The ineffective government of the Tsarina and the continuing high casualty rate combined with food shortages and economic crisis established the conditions for revolution. The impact of war highlighted the weakness of autocratic government. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

23 TZ2. To what extent was the First World War the main cause of the collapse of Tsarism in 1917?

Students will consider the merits or otherwise of the suggestion that the First World War was the main cause of the collapse of Tsarism in February/March 1917. They may refer to the impact of the war on society and the economy. They may discuss the defeats and high casualty rates (Tannenberg, Masurian Lakes) and the Tsar's decision in 1915 to command the army. The Bread Riots strikes, and the actions of the Petrograd garrison could all be linked to the war. They may argue that it was the failure to deal effectively with the war that led to revolution, with even the army and moderate politicians turning against the Tsar. Others may contend that there were long-term underlying problems and therefore the impact of war was merely a catalyst for revolution. Some may argue that autocracy had only survived to 1914 through a combination of limited reform (National Duma, Land Reform) and repression (Stolypin's Necktie, the Lena Massacre 1912). Other relevant factors may be addressed, for example the role of Alexandra and Rasputin. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

23 TZ3. "Economic and social problems were the most significant reasons for the revolution of February/March 1917. "To what extent do you agree with this statement?"

Students are required to consider the extent to which economic and social problems were the most significant reasons for the February/March 1917 revolution. They may reflect upon the economic problems and poverty among the peasants including inefficient farming methods and the growing demand for peasant landholdings which could not be met. Harvest failures led to major periods of unrest and bad living and working conditions, plus high taxes, giving rise to more frequent strikes. Living conditions deteriorated with overcrowding, there were shortages in the shops and city administrations faced added pressure to provide housing. Before the First World War there were some economic improvements, but Nicholas' retention of autocratic power led to the rise of opposition groups. He was detached from the plight of the Russian people. Russification and the continued discrimination against the Jews alienated ethnic minorities. Students may argue that other factors were more significant such as the outdated and autocratic nature of Tsarist rule; the misjudgments of Nicholas; and Russian involvement in World War One. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

24 TZ1. “Effective leadership was the main reason for Bolshevik victory in the Russian Civil War (1917-1921).” Discuss.

The question requires that students consider the extent to which effective leadership was the key factor in Bolshevik victory in the Russian Civil War. They may argue that the Bolsheviks were much stronger with good leadership and a clear goal - the survival of the revolution. The policy of War Communism ensured that the Red Army was well supplied. Lenin was able to portray the Bolsheviks as nationalists because of the foreign intervention on the side of the Whites. Trotsky was an excellent military leader building up the Red Army to 5.5 million by 1921, he restored discipline and responded quickly to White offensives. The Bolsheviks held the centre of Russia and Petrograd and Moscow. Some may argue that the weakness of the Whites was a significant reason for the Bolshevik victory. The Whites had considerable resources however they were geographically divided. Also, there was no central leadership and various generals (Yudenich, Deniken and Wrangel) commanded different forces with poor communications. The White forces lacked unity of purpose consisting of monarchists, moderate SR's and national groups. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

24 TZ2. “The Bolshevik's success in the Russian Civil War (1917-1921) was due mainly to the weakness of the Whites.” Discuss.

The question requires that students consider the merits or otherwise of the view that the Bolsheviks were successful because of the weakness of the Whites. The Whites had considerable resources and some foreign assistance. Lenin was able to portray the Bolsheviks as nationalists because of this foreign intervention. The Whites lacked leadership with no one person in charge, instead there were many rival figures, such as Yudenich, Wrangel, Kolchak and Denikin, all of whom were more concerned with securing the control of different geographical areas and furthering their own ambitions. They also lacked unity of purpose consisting of monarchists, moderate SR's and national groups. Students may argue that the Bolsheviks were much stronger with effective political and military leadership and a clear goal – the survival of the revolution. The policy of War Communism ensured that the Red Army was well supplied. Trotsky was an excellent military leader building up the Red Army to 5.5 million by 1921, he restored discipline and responded quickly to White offensives. The Bolsheviks held the centre of Russia and Petrograd and Moscow. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

24 TZ3. “The effective leadership of Trotsky won the civil war (1917-1921) for the Bolsheviks.” Discuss.

The questions requires that students consider the extent to which Trotsky's effective leadership won the Russian Civil War for the Bolsheviks. Students may argue that Trotsky was an excellent military leader building up the Red Army to 5.5 million by 1921, he restored discipline and responded quickly to White offensives. No White leader could match his strategy, tactics or ability to maintain the morale of the troops. He imposed a tough system of discipline, executing officers found guilty of cowardice. Using a special train, Trotsky travelled vast distances inspiring his army, particularly when they were under threat. Some may suggest that the Bolsheviks were much stronger with effective political as well as military leadership and a clear goal: the survival of the revolution. The policy of War Communism ensured that the Red Army was well supplied. The Bolsheviks held the centre of Russia and Petrograd and Moscow. The Whites lacked leadership with no one person in charge, instead there were many rival figures, such as Yudenich, Wrangel, Kolchak and Denikin. They also lacked unity of purpose consisting of monarchists, moderate SR's and national groups. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

25 TZ1. To what extent did imperial expansion in Africa and Asia have an impact on European diplomacy up to 1890?

The question requires that students consider the impact of imperial expansion in Africa and Asia on European diplomacy from 1871 to 1890. There should be consideration of the imperial expansion in both regions – Africa and Asia with clear links to the consequences for European diplomacy. Students may discuss how imperialism strengthened nationalism, created competitive rivalries (mercantilism, free market competition, cheap labor). This had limited impact on the alliance systems within Europe, (League of Three Emperors, Dual Alliance, Triple Alliance, Reinsurance Treaty). After the opening of the Suez Canal in 1869, Egypt, Central, and East Africa became more strategically important to European powers, heightening tensions over the “Scramble for Africa.” Students could mention the Berlin Conference of 1884-1885. In Asia, European nations saw imperialistic investment opportunities in Indochina and China (railways and mining). Other relevant factors may be addressed which had an impact on diplomacy, for example militarism, and nationalism. Note the end date for this question is 1890. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

25 TZ2. Examine the effect of the Congress of Berlin on European diplomacy up to 1890.

The question requires that students consider the interrelationship between the Congress of Berlin and European diplomacy. Students may point out how new political borders created without ethnic considerations increased resentment, for instance Serbia resented Austrian occupation of Bosnia-Herzegovina, and Bulgaria resented the loss of territory agreed by the Treaty of San Stefano. There was also a decrease in Ottoman power with the loss of Romania, Serbia, and Bulgaria in 1878 and an increase in Austro-Hungarian influence, (Bosnia-Herzegovina). Russia was unhappy with decisions made in Berlin which weakened the Dreikaiserbund. The emergence of Pan-Slavism was a consequence of the Congress of Berlin. German support for Austria at the Congress led to the signing of the Dual Alliance (1879) further weakening the Dreikaiserbund. Note the end date for this question is 1890. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

25 TZ3. To what extent did the changing balance of power in Europe have an impact on European diplomacy between 1871 and 1890?

The question requires that students consider the merits or otherwise of the suggestion that the changing balance of power affected European diplomacy between 1871 and 1890. Students may refer to the change in the balance of power caused by the new German Empire, French weakness, and the decline of the Ottoman Empire. It also created economic and colonial competition (mercantilism, free market competition, cheap labor), changed the alliance system (League of Three Emperors - Dreikaiserbund, Dual Alliance, Triple Alliance, Reinsurance Treaty), and increased tension overall. Pan-Slavism also impacted European diplomacy because of increased tensions between Austria and Russia. Note the end date for this question is 1890. Students’ opinions and conclusions will be presented clearly and supported by appropriate evidence.

26 TZ1. Examine the social effects of the First World War on civilian populations in **two** countries between 1914-1918.

The question requires that students consider the interrelationship between the First World War and the social effects on the civilian populations of the chosen examples. Students may refer to demographic changes, the role of women and minorities, conscription, rationing, mental health and the health system, and social unrest. For example, Germany faced large-scale starvation and a shortage of raw materials because of the blockade. Students might also refer to the social structure of Great Britain and how the war slightly changed class structures with the decline of the aristocracy. Women entered the public sphere as nurses and munitions

workers. The war positively influenced the health care system (greater public funding and increase of hospitals). While two countries must be addressed, there need not to be an equal discussion of both. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

26 TZ2. "The impact of the First World War on civilian populations was mainly economic." To what extent do you agree with this statement with reference to **two** countries between 1914 and 1918?

The question requires that students consider the merits or otherwise of the statement that the impact of war on civilian populations was mainly economic, with reference to two countries. Students may offer equal coverage of economic impacts and another thematic impact, or they may prioritize their assessment of economic impacts alone. Responses may have some imbalance but both countries must be discussed. Students may refer to trade, shortages in resources, impact on businesses and the role of women, economic disruption, inflation. For example, Germany faced a decline of trade, raw materials and industrial output from the blockade which led to a decline in national wealth that affected civilian populations as the war was mainly funded by public loans which led to tax increases. Students might also discuss the economy of Great Britain, which was damaged due to mobilization efforts and trade disruptions caused by unrestricted submarine warfare. Moreover, the war increased the influence of trade unions and changed women's roles in the economic sector for Great Britain. Other relevant impacts on civilians may be addressed, for example social and psychological, but with a focus on the issue in the question. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

26 TZ3. Evaluate the impact of the First World War on civilian populations in any **two** countries between 1914 and 1918.

The question requires that students make an appraisal of the impact of the First World War on civilian populations. Students may offer equal coverage of economic and social impacts on civilian populations, or they may prioritize one or the other. There may be some imbalance but both countries must be discussed with some detail. Students may evaluate social impacts such as demographic changes, the role of women and changes to daily lives, conscription, rationing, the health system, and social unrest. They may also discuss economic impacts such as trade, shortages of consumer goods, the role of women, economic disruption, inflation, and mobilization efforts. Other relevant factors may be addressed, for example the psychological impact of war on civilian populations. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

27 TZ1. Discuss the main factors that enabled Hitler to fully consolidate his power by August 1934.

The question requires that students offer a considered and balanced review of the factors that enabled Hitler to fully consolidate his power making a judgement as to their importance. There may be discussion of the use of force including the establishment of the Gestapo state. The weakness of other parties was also a factor in the early stages; the KPD was banned after the Reichstag Fire. Other moderate parties such as the Centre failed to stop the Enabling Bill because they feared revolution. The process of Gleichschaltung focused political power in Berlin increasing Hitler's authority. Arguably the one-party state extended Nazi control and other possible sources of opposition such as the Trade Unions were brought under control (DAF). Hitler also gained the support of the Reichswehr by dealing with the threat from the SA on the Night of the Long Knives. Consequently, on Hindenburg's death the Army Oath was sworn to Hitler personally fully consolidating his power as Fuhrer. Some might point out that Hitler had the support of elite groups such as big business who feared left wing revolution. It could also be argued that Hitler enjoyed great support in the population, many of whom saw him as a strong leader who would stabilise Germany after the crisis years (1929-33). Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

27 TZ2. To what extent were Hitler's economic policies successful up to 1939?

The question requires that students consider the extent to which Hitler's economic policies were successful. They could point out the policies introduced by Schacht's New Plan had a significant impact on the economy. Public building works such as the autobahns, and other major infrastructure projects helped reduce unemployment to 1.7 million by 1935. Bilateral trade agreements helped heavy industry but did not reduce balance of payments issues. Inflation was brought under control by strict policies on wages and prices. There were policies to try and improve agricultural production, but these had limited impact. In 1936 there was the Guns or Butter Crisis and Goering's Four-Year Plan was adopted to achieve autarky. This led to a greater focus on armaments and synthetic production of oil and rubber. The Four-Year Plan also led to greater government control over industry. Small businesses suffered because of support for heavy industry. To question the success of policies, some might point out that until the late 1930's the agricultural sector remained weak. By 1939 there was a budget deficit and at this point the Nazis had not established a war economy. Some historians argue that Hitler went to war in 1939 partly because of Germany's economic weakness. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

27 TZ3. To what extent did the Nazis have total control in Germany between 1933 and 1939?

The question requires that students consider how far the Nazis fully controlled Germany. Areas to discuss could include the extent of the Gestapo state and Party dominance. The control of the press, education and youth (HJ and BDM), the economy, the legal and judicial system. To argue that the Nazis did not have full control students could point out that, the Nazi party's internal rivalries prevented it dominating public affairs completely. There was no complete control of the workforce as strikes occurred showing the DAF not totally dominant. In the early years the Nazi regime had to respond to the demands of powerful elites such as big business (banning Trade Unions and establishing the DAF) and gain the support of the army by reducing the threat of the SA (Night of the Long Knives). The Nazis were never able to establish a central command economy. The Churches remained largely independent and at times were able to influence policy. (Bishop Galen and the removal of crucifixes from schools.) Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

28 TZ1. Evaluate the main reasons for the collapse of Primo de Rivera's regime in 1930.

The question requires that students make an appraisal of the factors which ended Primo de Rivera's dictatorship. There may be reference to Spain's problems when Primo de Rivera came to power, weak governments, regional separatist movements in Catalonia and the Basque country, an underdeveloped infrastructure and extreme social divisions. De Rivera came to power in a pronunciamiento supported by the army and King Alfonso XIII. Initially he ruled as dictator but in 1926 established a National Assembly and the Union Patriótica but he was still reliant on the support of the elites. He implemented some reforms, particularly to infrastructure (roads and water supply) however he lacked the finances to support more reforms and resorted to the "extraordinary budget" alienating big business. He tried to reform the promotion system in the army, losing Army support, which helped him lose power. He did little to improve the condition of industrial workers and agricultural laborers. When the 1929 crash hit the Spanish economy he was unable to carry on with reforms. He faced attacks from republicans and the left and lost the support of the right. The main reason for the collapse of his regime was that he had failed to establish his own power base and was too reliant on the elites who withdrew support when their interests were threatened. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

28 TZ2. Evaluate the significance of economic factors to the outbreak of the Spanish Civil War in 1936.

The question requires that students make an appraisal of the contribution of economic factors as a cause of war. It could be argued that economic factors were the main underlying cause of the Spanish Civil War because of the vast disparity between the wealth of the elites (nobility, Church and big business) and the bulk of the population and Azana's attempts to reduce this which contributed to the polarisation of Spanish politics. Policies such as agricultural reform 1932, the attempts to reform the army and the reduction of Church influence increased opposition to the republican government. There may be reference to the Sanjurjada (attempted army coup), the establishment of CEDA to protect the Church and the fact that many reforms had limited impact alienated the left (CNT etc.). Azana lost the 1933 election, and the centre right took power, most reforms were dismantled in the Biennio Negro and the violent quashing of the Asturian rising increased polarisation making war more likely. The narrow victory of the Popular Front in Feb 1936 did not give them the mandate to reform. Arguably, although the immediate cause of war was the murder of Sotelo and the Army coup the main underlying cause was economic. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

28 TZ3. Evaluate the contribution of Franco's leadership to Nationalist victory in the Spanish Civil War in 1939.

The question requires that students make an appraisal of the range of factors leading to Nationalist victory and the contribution made by Franco. They might include republican disunity, referring to the May Days 1937 in Barcelona and the disputes between the various militias. There may also be discussion of the impact of foreign intervention, the Nationalist received significant military support from Hitler and Mussolini throughout whereas support for the republicans came only from the International Brigades up to Nov 1938 and some limited support from the Soviet Union. Arguably the Non-Intervention Agreement benefitted the Nationalists as Germany and Italy ignored it while Britain and France upheld it. In terms of leadership the Republicans had several short-lived leaders, Azana, Largo Caballero and Negrin and lacked clear goals. In contrast Franco as Caudillo had united the various nationalist factions into FET by Nov 1936, he was supported by the Church because of his traditional attitudes and because of his careful military decisions (he did not make a full-on assault on Madrid) and thus he retained the loyalty of Nationalist forces. Some may argue that this consistent leadership led to Nationalist victory, others that weaknesses of the Republicans undermined their initial advantage. Students' opinions and conclusions will be stated clearly and supported by appropriate evidence.

## Section 15: Diplomacy in Europe (1919–1945)

29 TZ1. To what extent was Germany treated fairly in the Treaty of Versailles (1919)?

Students should assess the extent to which Germany was treated fairly in the Treaty of Versailles. Students may argue that Germany was treated unfairly because reparations were too high as was the loss of land and population. They may claim that it was unfair to make Germany take sole blame for the war. They may also contend that national self-determination should have applied to Germany and that they should have been allowed into the League of Nations. Others may argue it was only fair that Germany, rather than French taxpayers, should pay to rebuild France and that Germany should return Alsace-Lorraine. They may suggest that the terms of the Treaty did not prevent a German recovery thus supporting the claim that the terms were not unfair. However, it could be argued that this recovery was due to the US short-term loans. Students may argue that Germany had forced France to pay after the Franco-Prussian war and that the terms of the Brest-Litovsk treaty with Russia in 1918 were much more harsh and unfair. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

29 TZ2. "The Treaty of Versailles did not satisfy any of the Big Three (Britain, France, United States)." Discuss.

Students should offer a review of the extent to which the Treaty of Versailles satisfied the Big Three. They may argue that the treaty was a compromise between idealism and revenge. Although many British people wanted to 'make Germany pay', Lloyd George thought that the Treaty was too harsh. The British were satisfied that they had gained most of Germany's colonies and that the German navy was reduced. However, some wanted a quick German economic recovery so that they would be a good trading partner. France was dissatisfied with the Treaty because they believed that it did not adequately punish Germany. They wanted it weakened to the extent that it couldn't be a threat to France; and they wanted reparations to be higher. Clemenceau was angry that France got the Saar coalfields for only 15 years. Although Woodrow Wilson wanted Germany to be punished, he did not want it to be too harshly as he felt they would want revenge. He wanted the Treaty to follow his 14 points and was not entirely happy about the issue of national self-determination not being applied equally. The US Congress disliked the collective security agreements. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

29 TZ3. To what extent were Trianon and St Germain (1919) harsh treaties?

Students should offer a review of the extent to which the Treaties of Trianon (1920) and St Germain (1920) could be considered harsh. They may argue that both treaties were punitive in their treatment of the defeated powers of Hungary and Austria. The Treaty of Trianon deprived Hungary of two thirds of its territory in Croatia and Transylvania and left large Hungarian populations abroad. It also reduced Hungary to the status of a small, land-locked country. In the Treaty of St Germain, Austria was forbidden from ever seeking unification with Germany and her army was limited to 30,000 men. A large part of Austria-Hungary was of new states – Czechoslovakia, Poland and Yugoslavia. Territory was also taken from Austria and handed to Italy, the South Tyrol, Trieste and Istria. Some may argue that the Treaties were not harsh as they were a response to the role that Austria-Hungary had played in causing the war. They may also point out that although reparations were agreed in both treaties, they were suspended. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

30 TZ1. Examine the reasons why Britain and France followed a policy of appeasement during the 1930s.

There should be a considered and balanced review of the reasons why Britain and France followed the policy of appeasement in the 1930s. These could include domestic priorities as well as the international context. The fear of war with aggressive states, such as Germany and Italy, could be the overarching reason for appeasement, but the weakness of the League of Nations by 1936 was the reason appeasement was first

adopted. Students may suggest that the British and French governments could not be seen by voters to be preparing for war and that in Britain some felt the Treaty of Versailles had been too harsh. They may also consider the reluctance of the Commonwealth to support Britain in another war. Both countries were reluctant to finance any military build-up, and, after the challenges of the Great Depression, Hitler was sometimes perceived as a bulwark against Soviet Communism and politicians were therefore willing to appease him. Some may argue that appeasement was to buy time for rearmament. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

30 TZ2. To what extent was appeasement the most significant cause of the Second World War?

Students should consider the extent to which appeasement was the most significant cause of the Second World War. The results of the policy included Hitler's successful aggressive foreign policy, the disillusionment of Stalin with Western powers and the signing of the Nazi–Soviet Pact. Some may contend that appeasement made Hitler more confident in pursuing his goals. They may offer reasons for why Hitler was not stopped earlier for example political instability in France. Also, the Anschluss was not seen as a threat to Britain and there was a sense that there was no good reason why Austria and Germany shouldn't unify. Some may argue that Britain and France were reluctant to finance any military build-up, and Hitler was seen as a bulwark against Soviet Communism. Others may suggest that appeasement was to buy time for rearmament and that the invasion of Poland came at a time when both countries were more militarily prepared for war. Other causes may be considered as more significant; the failure of collective security, for example Mussolini's invasion of Abyssinia or the aggressive nature of Hitler's foreign policy itself. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

30 TZ3. "The policy of appeasement was a failure." Discuss.

Students should offer a considered and balanced review of whether appeasement was a failure. They may contend that appeasement was a failure as it did not prevent the Second World War. It contributed to Hitler's successful foreign policy up until March 1939, the disillusionment of Stalin with the Western powers and the signing of the Nazi–Soviet Pact (August 1939). Some may argue that the appeasement of Mussolini over Abyssinia led to the formation of the Rome-Berlin Axis of 1936 and later the Pact of Steel. They may argue that appeasement made Hitler more confident in pursuing his goals. Others may suggest that appeasement was not a failure as it bought time for rearmament and the invasion of Poland came at a time when both Britain and France had begun to prepare for war. They may argue that appeasement was unavoidable because the weakness of the League of Nations and its inability to effectively contain aggression indicated the failure of collective security. Others may state that some felt that the Treaty of Versailles had been too harsh and therefore there was some justification in Hitler's foreign policy. However, Hitler's ambition to increase Germany's borders and to expand Lebensraum, stretched much further than any legitimate grievances against the Treaty. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

31 TZ1. “Stalin won the struggle for power (1924-1929) mainly because of his political skills. “To what extent do you agree with this statement?

The question requires that students consider the merits of the view that Stalin’s political skills helped to win the struggle for power. To agree with the statement there could be discussion as to how he used his position as General Secretary to expand his power base (Lenin Enrolment) and to control Politburo meetings to some extent. His political skills were shown when he supported different policies at different stages. He supported the policy of Socialism in One Country as Trotsky advocated Permanent Revolution but later reinterpreted it to mean radical change in order to eliminate Bukharin and the moderates. He was also a skillful propagandist posing as Lenin’s Disciple and chief mourner at Lenin’s funeral which gained him support in the Party. To disagree there may be discussion of the mistakes made by his opponents. Initially Kamenev and Zinoviev were suspicious of Trotsky and formed the Troika with Stalin when they formed the Left opposition with Trotsky they were accused of Factionalism. Trotsky was not popular in the party, he did not attend Lenin’s funeral, and many were suspicious of his links with the army. On the right Bukharin continued to support NEP despite the 1927/28 grain crisis and lost support in the party. Some may argue that it was the mistakes of his opponents that helped Stalin. Student’s opinions and conclusions will be stated clearly and supported with appropriate evidence.

31 TZ2. To what extent was Stalin’s policy of Collectivisation implemented for economic reasons?

The question requires students to consider the merits or otherwise of the view that collectivisation was solely an economic policy. The policy of collectivisation was designed to ensure consistent grain supplies after the grain procurement crisis of 1927/28, which had led to forcible procurement and rationing in the cities. It would also ensure that peasants could not withhold grain supplies until prices had risen. Stalin was determined to ensure sufficient reasonably priced food for the industrial work force in order to implement the Five-Year Plans and strengthen the Soviet Union. It would also fully establish a central command economy. A key political reason was to “liquidate the kulaks as a class” as they were regarded as capitalist and hostile to the Soviet State. The use of force to implement collectivisation via the “Twenty-Five Thousanders” would extend the control of the Party in the regions. Despite a slowing down of the process in 1930 when Stalin accused officials of being “dizzy with success” as soon as the harvest was secure the process of forced collectivisation continued. By 1937 over 90% of households were in kolkhoz where the managers were Party members. Politically, collectivisation greatly extended party control throughout the Soviet Union and by extension Stalin’s personal power. Students’ opinions and conclusions will be clearly stated and supported by appropriate evidence.

31 TZ3. Evaluate the political and social impact of the purges and the Great Terror in the Soviet Union.

The question requires that students make an appraisal of the impact of Stalin’s coercive policies. Politically the Purges secured Stalin’s dominance as a leader. The Ryutin Affair had shown he did not fully control the party, and Kirov’s death was an excuse for the first purge of party members. Zinoviev and Kamenev and other “Old Bolsheviks” were imprisoned and later executed after the Show Trials. The Great Purge began in 1936 with the first of the Show Trials when Kamenev and Zinoviev were found guilty of conspiracy and executed, further Show trials followed. By 1938 no member of Lenin’s Politburo was left. Yezhov became head of the NKVD in 1936, during the Yezhovschina non-party specialists were arrested, regional party structures were purged, and NKVD members were set targets for arrests. The purge spread to the army which was a possible threat and Tukachevsky and about 50% of the officer corps were executed. By 1939 when the Great Terror came to an end the Soviet Union was completely dominated by Stalin. The social impact of the purges was significant because of their scale. The population was unlikely to question government policy for fear of arrest. Denunciations were widespread in order to demonstrate loyalty. The purges targeted intellectuals and artists as well as ordinary citizens. There may be reference to the numbers in the Gulags as well as those executed

mostly without trial. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

32 TZ1. To what extent were Gorbachev's policies of Glasnost (openness) and Perestroika (restructuring) successful between 1985-1991?

The question requires that students make a judgement on the success of Gorbachev's policies. They were aimed at reforming, not ending communism. Glasnost was relatively successful; there was more freedom of expression and leading dissidents such as Sakharov were allowed to return to Moscow. Victims of the past such as Bukharin were rehabilitated, and it was no longer possible to send dissidents to mental institutes. There was greater freedom in the press and media with the televising of key events such as the Congress of People's Deputies. Press reports on Chernobyl were quite a matter of fact as long as there was no actual criticism of the Party. The aim was to gain public support for new policies, however when the economy failed the problems were very clear to the public. Perestroika was aimed at restructuring the stagnating economy and making it more efficient. The Law on State Enterprises 1987 removed control over industrial production. Small scale private enterprise was allowed as were workers' cooperatives. The transformation of economic activity was not successful and did not increase economic growth. The consequences were inflation and shortages of basic goods. There were strikes (Donbass Miners) and by 1990 a quarter of the population was living in poverty. Students' opinions and conclusions will be stated clearly and supported by appropriate evidence.

32 TZ2. To what extent did the policies of Gorbachev lead to significant political change in the Soviet Union?

The question requires that students consider the merits of the view that Gorbachev's policies led to political change. He aimed to democratise the CPSU and make the government more efficient and less corrupt. Members of local Soviets were to be elected by the people with a choice of students from the Communist Party. In central government the Congress of People's Deputies which would elect a smaller Supreme Soviet which would work as a parliament. In December 1989 reserved seats for the Communist party were abolished. Gorbachev was elected President in March 1990 and one of the new councils contained representatives from the 15 republics which undermined the position of the Party. Divisions between Gorbachev and Yeltsin over the nationalist aspirations of the Republics and the economy caused tensions. In August 1991, hardliners in the party attempted a coup to oust Gorbachev. This led to the Communist party being disgraced and discredited and it was banned in the Soviet Union. Gorbachev resigned in December 1991 and the new CIS (Commonwealth of Independent States) was established. Gorbachev's attempts to democratise the Communist party had led to massive political change partly because hardliners in the party refused to implement any measure of change. Student's opinions and conclusions will be clearly stated and supported by appropriate evidence.

32 TZ3. To what extent did Gorbachev's reforms lead to the break-up of the Soviet Union in 1991?

The question requires that students consider the contribution of Gorbachev's policies to the collapse of the Soviet Union. Changes in central government meant the Federal republics hoped they would gain more powers and greater independence from Moscow. They had been tightly controlled since Stalin's time, and they hoped that reforms would lessen that control. It could be argued that Gorbachev's refusal to use force to maintain Communist control in the satellite states of eastern Europe encouraged nationalist movements in the Baltic States and in March 1990 Lithuania declared independence closely followed Estonia and Latvia, all three arguing they had been forced to join the Soviet Union in 1940. Gorbachev refused to recognise their independence but Yeltsin as president of the Russian republic believed that union should be voluntary. In 1991 Georgia declared independence and after the attempted coup in August and the demise of the Communist party other republics began to consider independence. Ukraine declared independence in December 1991. Arguably Gorbachev's policies encouraged the growth or reemergence of nationalist

movements in the republics but Yeltsin's views on voluntary union contributed to the breakup of the Soviet Union. Students' opinions and conclusions will be clearly stated and supported by appropriate evidence.

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

33. Evaluate the reasons for the reunification of Germany in 1990.

Students should make an appraisal of the most significant causes for the reunification of Germany. These may include Gorbachev's policies and his reluctance to intervene in Germany; protests and anger in East Germany; the fall of the Berlin Wall; and Helmut Kohl's policies. Reforms within the Soviet Union stimulated popular protests in the GDR with demands for economic change. There was an economic crisis in 1989 with the opening of the Austrian and Hungarian borders and thousands of East Germans crossing to the west. Chancellor Kohl of West Germany hoped that reunification would stabilize the flow of economic migrants to the west. In October 1989 there were massive demonstrations in Leipzig and Dresden. Demonstrators began to demand reunification so arguably public opinion was a major factor. Honecker resigned and in November Krenz opened the Berlin Wall. Kohl played a significant role in gaining support from the Soviet Union for reunification after the Two Plus Four Talks in 1990. Students may argue that the events of 1989 and 1990 meant that he had to manage a much more rapid process than he had anticipated. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

34. "There was significant economic development in Spain from 1945 to 1975." To what extent do you agree with this statement?

Students should give a considered and balanced review of the extent of economic developments in Spain from 1945 to 1975. Students may argue that the economy developed significantly from a limited industrial base in the late 1940s to a major industrial economy by the late 1960s. In the 1950s, Spain's economy was stagnant with low foreign trade, tight government regulation and frequent food shortages. An overhaul of the Council of Ministers in February 1957 brought to the key ministries a group of younger men, most of whom possessed economics training and experience. This reorganization was followed by the establishment of the Office of Economic Coordination and Planning. In 1959, the Stabilization Plan encouraged foreign trade and investment, which led to industrial growth. A major development was the establishment of the Ministry of Tourism which encouraged foreign visitors with its lack of visa requirements and favourable exchange rates – by 1967, income from foreign tourism totaled 11% of GDP. By 1974 women made up 30% of the work force and the middle class grew by 33% reducing the economic and social divisions in Spain. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

35 TZ1. Evaluate the impact of COMECON on states under Soviet control in central and eastern Europe between 1949 and 1955.

Students should make an appraisal of the impact of COMECON on Soviet Bloc states. They may assess the levels of control from Moscow and the extent to which this influenced government policies. The impact of COMECON (Council of Mutual Economic Assistance) may be examined in terms of the economies in member states and the extent to which they were linked to the Soviet economy or could trade with the west. It favored Soviet produced goods and guaranteed a cheap supply of raw materials for the USSR. Students may mention that each state had plans to collectivise agriculture. Politically, it minimized American influence in eastern Europe and economically it ensured that any benefits of economic recovery would remain in eastern Europe. Positive outcomes for the Soviet Bloc may include the development of railroads and the electric grid in eastern Europe. There was increased trade among members, however, COMECON meant that eastern Europe did not have access to the prosperity of western Europe. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

35 TZ2 & 3. Evaluate the reasons for the establishment of COMECON in 1949.

The question requires that students offer a considered and balanced review of the reasons for the establishment of COMECON (Council of Mutual Economic Assistance). Students may consider its emergence as a consequence of the division between the Western and Eastern blocs. Stalin had ordered his satellite states to boycott the Marshall Plan and so he needed to set up a communist alternative. It was aimed at encouraging economic development at the same time as preventing trade with western Europe and America. It was a method of controlling the satellite states in eastern Europe by tying them into close trading relationships with the USSR and each other. Students may also consider the importance of the need to strengthen the international socialist relationship; the need to coordinate the national economic plans; to improve trade relations among communist countries and to export industrial equipment and machinery as reasons for its creation. Politically, COMECON also minimised American influence in eastern Europe. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

36 TZ1. Discuss the reasons for, and the results of, the uprising (Prague Spring) in Czechoslovakia in 1968.

The question requires that students offer a considered and balanced review of the uprising in Czechoslovakia in 1968. Reasons for the Prague Spring may focus on the desire for more control over internal policy, more economic freedom to trade with the West and fewer restrictions on civil liberties. The hard-line communist leader Novotny was widely hated; the secret police were feared and living standards were steadily falling. In 1968 he was replaced by Dubcek whose attempts at reform ('socialism with a human face') were halted by the invasion of Warsaw Pact forces in August 1968. In the short term, Dubcek was replaced by Husak, Moscow continued to dominate Czech politics and reformers were persecuted. In the longer term, results of the uprising may include the issuing of Charter 77 and the introduction of the Brezhnev doctrine. Students may explain that it caused a rift between communist countries. Romania refused to send troops to join the invasion; Albania withdrew from the Warsaw Pact; and Yugoslavia condemned the invasion. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

36 TZ2 & 3. Discuss the reasons for, and the results of, the Hungarian Revolution in 1956.

The question requires that students offer a considered and balanced review of the Hungarian revolution in 1956. Reasons for the uprising may focus on hatred of the repressive regime; intense feeling against the Soviet Union; dislike of attacks on their religion; and declining living standards. Rakosi's secret police (AVH) created a climate of fear. Students may also refer to Khrushchev's 20th Congress speech resulting in popular

demonstrations and the pulling down of statues of Stalin. Others may mention the influence of the Polish Uprising of 1956. In the short term, thousands were killed and about 200,000 fled to the west. Nagy was removed and executed in 1958. A new puppet government was installed led by Kadar. In the longer term there were some economic improvements with more consumer goods available to reduce unrest about living standards. Moscow continued to dominate Hungarian politics and reformers were persecuted. The strong action of the USSR was a clear warning to other Eastern European countries not to attempt to move towards independence. There was a realisation that the Soviet Union would not tolerate any state attempting to leave the Warsaw Pact. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

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