

**History**  
**Higher level**  
**Paper 3 – history of Europe**

Specimen paper

2 hours 30 minutes

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**Instructions to candidates**

- Do not open this examination paper until instructed to do so.
- Answer any three questions.
- Each question is worth **[15 marks]**.
- The maximum mark for this examination paper is **[45 marks]**.



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

1. Examine the reasons for William I's success in establishing his authority as King of England.
2. To what extent were the Capetian kings of France successful in extending the royal demesne in the period from 1137 to 1223?

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

3. Examine the reasons for the collapse of Islamic rule in Spain.
4. "The most significant impact of Jewish persecution was the loss of skill and ability from economic and cultural life." To what extent do you agree with this statement?

### **Late medieval political crises (1300–1487)**

5. Examine the reasons for English success in the Hundred Years War in the period from 1415 to 1427.
6. Compare and contrast the political challenges facing Henry VI and Edward IV of England.

### **The Renaissance (c1400–1600)**

7. To what extent was the social and political structure in Florence responsible for the origins of the Renaissance?
8. Discuss the role and significance of Lorenzo de Medici in the patronage of art in Renaissance Italy.

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

9. Evaluate the significance of Henry the Navigator in the 15th-century exploration of Africa.
10. Examine the importance of religion as a motive for European exploration.

**The Reformation (1517–1572)**

11. To what extent were the attitudes of the German princes responsible for the spread of Lutheranism in Germany between 1517 and 1547?
12. Examine the importance of the Council of Trent for the Catholic Church.

**Absolutism and Enlightenment (1650–1800)**

13. Compare and contrast the political impact of Enlightenment ideas in **two** European states you have studied.
14. Examine the impact of monarchical patronage on the arts in any **one** country from the region.

**The French Revolution and Napoleon I (1774–1815)**

15. To what extent do you agree with the claim that Louis XVI caused the French Revolution?
16. Evaluate the success of Napoleon I's domestic policies in the period from 1799 to 1815.

**France (1815–1914)**

17. Examine the causes **and** significance of the Revolution of 1830.
18. Evaluate the extent of political instability in the French Third Republic between 1871 and 1890.

**Society, politics and economy in Britain and Ireland (1815–1914)**

19. “Unrealistic and overambitious demands were the main reason for the failure of Chartism.”  
To what extent do you agree with this statement?
20. Evaluate the success of Disraeli's domestic policies.

**Italy (1815–1871) and Germany (1815–1890)**

21. Examine the consequences of Austrian dominance in Italy between 1815 and 1849.
22. “Bismarck was the sole architect of German unification, 1862 to 1871.” To what extent do you agree with this statement?

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

23. Compare and contrast the domestic policies of Alexander II and Alexander III.
24. Examine the reasons for Bolshevik victory in the Russian Civil War.

**Europe and the First World War (1871–1918)**

25. Evaluate the claim that German foreign policy was the main cause of the First World War.
26. Discuss the effects of the First World War on the civilian population in any **one** European country.

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

27. Evaluate the reasons for the survival of the Weimar Republic in the period from 1918 to 1923.
28. Examine the reasons for the Nationalist victory in the Spanish Civil War.

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

29. “The Treaty of Versailles was a fair and reasonable peace.” To what extent do you agree with this statement?
30. Evaluate the successes and failures of the League of Nations in Europe.

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

31. Discuss the reasons for Stalin’s success in the struggle for power during the period 1924 to 1929.
32. Evaluate the success of Brezhnev’s domestic policies.

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

- 33. Examine the reasons for, and the extent of, European integration between 1945 and 2000.
- 34. Discuss the challenges to the establishment of democracy in Spain up to 1982.

**Post-war central and eastern Europe (1945–2000)**

- 35. Examine the extent of economic and social change in any **one** country in Central or Eastern Europe from 1989 to 2000.
  - 36. “Popular support for local Communist parties was the main reason for Soviet dominance in Eastern Europe during the period 1945 to 1955.” To what extent do you agree with this statement?
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# **Markscheme**

## **Specimen**

### **History**

#### **Higher level**

##### **Paper 3 – history of Europe**

Note for examiners: The following pages of this markscheme outline what members of the paper setting team had in mind when they devised the questions. The points listed in the bullet points indicate possible areas candidates might cover in their answers. They are **not** compulsory points and are **not** necessarily the best possible points. They are only a framework to help examiners in their assessment. Examiners should be responsive to any other valid points or any other valid approaches.

### Markbands for paper 3

Marks	Level descriptor
13–15	<p>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.</p> <p>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.</p> <p>Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer.</p> <p>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.</p>
10–12	<p>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.</p> <p>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.</p> <p>Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives.</p> <p>The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.</p>
7–9	<p>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.</p> <p>Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant.</p> <p>The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</p>
4–6	<p>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.</p> <p>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.</p> <p>There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.</p>
1–3	<p>There is little understanding of the demands of the question. The answer is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task.</p> <p>Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague.</p> <p>The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.</p>
0	Answers do not reach a standard described by the descriptors above.



## Monarchies in England and France (1066–1223)

1. Examine the reasons for William I's success in establishing his authority as King of England.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the reasons for William I's success in establishing his rule in England in the decades after 1066. William I, Duke of Normandy (1028–1087), also known as William the Conqueror, and as William I of England, ruled from 1066 until his death in 1087.

*Points discussed may include:*

- William I's use of force, including the harrying of the north, to enforce his authority following the victory at Hastings;
- William I's implantation of a new French-speaking military, bureaucratic and ecclesiastical elite to govern his kingdom;
- William I's use of castles as a means of imposing military authority and control;
- William I's administrative policies, including the Domesday Survey and the growth of written governance;
- William I's continuation of some pre-existing institutions and systems, including the office of earl and sheriff, the use of writs and the re-introduction of Geld as a tax;
- William I's use of force to suppress rebellions in the north and southwest; for example, the rebellion in 1069 was crushed and many leaders executed;
- William I's control over the Church in England;
- Responses achieving marks in the top bands will provide a clear judgment on the reasons for William I's success in establishing his authority as King of England.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

2. To what extent were the Capetian kings of France successful in extending the royal demesne in the period from 1137 to 1223?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the extent to which the Capetian kings of France were able to extend their lands during the reigns of Louis VII and Philip II.

*Points discussed may include:*

- The prospect of the absorption of Aquitaine following Louis's marriage to Eleanor;
- The inability of Louis VII to resist the expansion of Angevin rule and influence into Aquitaine, Normandy and Brittany;
- Louis VII's interventions in the family politics of Henry II in order to seek to divide his enemies and their territories;
- Philip II's early expansion of the royal demesne through purchase, *eg* Amiens and Tournai;
- Philip II's successful war against Henry II in 1187 to 1189, resulting in the conquest of Touraine and Maine;
- Philip II's successful war against John, and the conquest of Normandy (1203–4);
- The Albigensian Crusade and the successful extension of royal power into the South of France;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the Capetian kings of France were able to extend their lands during the period.

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**Muslims and Jews in medieval Europe (1095–1492)****3. Examine the reasons for the collapse of Islamic rule in Spain.**

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, the reasons for the collapse of Islamic rule in Spain.

*Points discussed may include:*

- The reasons for the collapse of Islamic rule may be found in a combination of Islamic problems and changes in the Christian world;
- Constant strife amongst Muslim kingdoms weakened the Muslim grip on power, whereas the Christian kingdoms joined together and became stronger;
- Muslim states made alliances with Christian states to fight other Muslim states, which increased Christian wealth and power while weakening the Muslim states;
- The Almohads and Almoravids could not restore Muslim power due to strife between them and their unpopularity with many Muslims in Spain;
- The Christians in Spain received major reinforcements from Europe as part of the crusading movement. This allowed them to be victorious at Las Navas de Tolosa which was a major blow to Muslim power;
- Military orders, such as the Templars, established themselves in Spain to fight against the Muslims and added strength to Christian armies;
- Christian states gained in wealth and power by adopting Muslim knowledge, technology and military tactics;
- Responses achieving marks in the top bands will provide a clear judgment on the reasons for the collapse of Islamic rule in Spain.

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4. “The most significant impact of Jewish persecution was the loss of skill and ability from economic and cultural life.” To what extent do you agree with this statement?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, the extent to which the candidate agrees with the claim that the most significant impact of Jewish persecution was the loss of skill and ability from economic and cultural life. Candidates should discuss the significance of this particular impact of Jewish persecution, as well as discussing the relative significance of other impacts, both of the persecution on the Jews themselves and also of the persecution on society.

*Points discussed may include:*

- The persecution of Jews in medieval Europe worsened during the Crusades, and Jews were also blamed for the spread of the Black Death;
- The Jewish persecution had a significant impact on economic and cultural life. Many Jews previously held important roles in finance and, in Spain, Córdoba had previously been a centre for Jewish scholarship and philosophy;
- The persecution was evident throughout Europe. Under the Almohads many Jews and Christians were expelled from Islamic Spain. There were restrictions on the official posts Jews could hold in medieval Europe, such as the restrictions introduced by Pope Gregory VII, and numerous expulsions, such as the expulsions from England under Edward I and France under Charles IV;
- The impact on Jewish people of this persecution included violent riots and attacks on Jewish populations. This included massacres such as the Strasbourg massacre (1349) and the massacre in Seville in 1391. Following the massacre in Seville many synagogues were converted into churches and Jewish buildings were burnt down, and violence spread to other areas such as Barcelona;
- In both Sicily and Spain, Jews were forced to wear badges to identify themselves, and were forced to live in segregated areas;
- The time period for this question runs until 1492, allowing candidates to include discussion of the establishment of the Spanish Inquisition under Ferdinand and Isabella, and the Alhambra Decree of 1492;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the candidate agrees with the claim that the most significant impact of Jewish persecution was the loss of skill and ability from economic and cultural life.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

**Late medieval political crises (1300–1487)**

5. Examine the reasons for English success in the Hundred Years War in the period from 1415 to 1427.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the reasons why King Henry V and his brothers were able to conquer Normandy and much of North-West France in the years 1415 to 1427.

*Points discussed may include:*

- The incapacity of Charles VI, contrasted with the vigour and ambition of Henry V;
- The significance of the Civil War in France; division between Burgundy and Orleans;
- The impact of the battles of Agincourt (1415) and Verneuil (1424); and the conquest of Normandy (1417);
- The role of English archers and men-at-arms in the military successes of this period;
- The role of Parliament in enabling war finance for Henry V's armies;
- The impact of the Treaty of Troyes (1420);
- The successful continuation of the war under John, Duke of Bedford, following Henry V's death;
- Responses achieving marks in the top bands will provide a clear judgment on the reasons for English success in the Hundred Years War in the specified period.

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6. Compare and contrast the political challenges facing Henry VI and Edward IV of England.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case by comparing and contrasting the problems faced by Henry VI and Edward IV during the Wars of the Roses.

*Points discussed may include:*

- Comparison: both Henry VI and Edward IV had insecure titles derived from conquest and debatable hereditary claims;
- Comparison: Both Henry VI and Edward IV had queens who polarized their opponents: Margaret of Anjou and Elizabeth Woodville;
- Contrast: Henry VI faced a wave of unpopularity due to his perceived responsibility for defeats in France, whereas Edward IV secured a French pension in the 1470s to deter him from invading;
- Contrast: the Lancastrian family was broadly loyal to Henry VI, whereas Edward IV experienced disloyalty from his brother Clarence, and the Earl of Warwick;
- Contrast: Henry VI was incapable of ruling for much of his reign, whereas Edward IV was competent and able from the beginning of his reign;
- Contrast: Henry VI was overwhelmed by the strength of political opposition in the 1460s, whereas Edward IV was secure during much of his reign, and died as king;
- Contrast: Henry VI faced major popular opposition in Parliament and during the 1450 uprising; whereas Edward IV had more support in the south;
- Candidates must give an account of the similarities and differences in the political challenges facing the two rulers, not simply give a description of the nature of those challenges. Thematic approaches are therefore likely to be more successful than end-on comparisons.
- Responses achieving marks in the top bands will provide a clear judgment on the similarities and differences between the political challenges facing Henry VI and Edward IV of England.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

## The Renaissance (c1400–1600)

7. To what extent was the social and political structure in Florence responsible for the origins of the Renaissance?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the extent to which the particular social and political structure in Florence was responsible for the origins of the Renaissance. Florence was extremely powerful and influential at this time, as well as having strong traditions of humanism and civic organization.

*Points discussed may include:*

- Florence was a self-governing city state, in contrast to, for example, Milan. Social status was closely linked to occupation – power was mostly held by elite families of bankers and merchants;
- The self-governance of city states such as Florence fostered competition between city states such as Florence, Venice, Pisa and Siena; the rivalry between these city states during the period helped to inspire them to new achievements in a variety of areas of endeavour;
- Candidates may discuss the importance of patronage of the arts in Florence; particularly the importance of the ambitions of individual patrons and rulers such as Lorenzo de Medici;
- Candidates may discuss the extent to which other factors, such as economic factors, could be regarded as responsible for the origins of the Renaissance; for example, Italy's location linking northern Europe to the Mediterranean world and the East, and to the world's trade routes. Florence in particular had gained a great deal of wealth from trade and industry, particularly from cloth and banking;
- Candidates may discuss the extent to which other factors, such as religious and ideological factors, could be regarded as responsible for the origins of the Renaissance; for example, crises in the Catholic Church such as the Avignon Papacy controversy led to a dissatisfaction with medieval values, or the strong tradition of humanism in Florence;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the particular social and political structure in Florence was responsible for the origins of the Renaissance.

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8. Discuss the role and significance of Lorenzo de Medici in the patronage of art in Renaissance Italy.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the role and significance of Lorenzo de Medici in the patronage of art in Renaissance Italy. The Medici family dominated politics in Florence for much of the 15th century, and Lorenzo was particularly renowned for being an artistic patron for artists such as Michelangelo.

*Points discussed may include:*

- Lorenzo as the patron of individual artists such as Da Vinci, Michelangelo, Verrocchio and Botticelli;
- Lorenzo was also a literary patron, expanding the library begun by his father;
- Lorenzo supported the development of Humanism, bringing together philosophers to discuss classical texts and helping Florence to become an important centre of Renaissance Humanism;
- Lorenzo's pride and ambition for the city of Florence was expressed in his own spending on public projects;
- Some recent historians argue that although Lorenzo de Medici played an important role in the patronage of art in Italy, his significance is sometimes exaggerated or overstated;
- Responses achieving marks in the top bands will provide a clear judgment on the role and significance of Lorenzo de Medici in the patronage of art in Renaissance Italy.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.



### The Age of Exploration and its impact (1400–1550)

9. Evaluate the significance of Henry the Navigator in the 15th-century exploration of Africa.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the significance of Henry the Navigator in the 15th-century exploration of Africa.

*Points discussed may include:*

- Henry's patronage of exploration, including his supposed creation of a community of cartographers on the Sagres peninsula, including Jehuda Cresques;
- Henry's involvement in both enslavement and conversion and the debate over his reputation;
- The importance of expeditions ordered by Henry under the leadership of sailors such as Cadamosto, Eanes, Velho, Perestrelo, Zarco and Teixeira;
- His patronage of the University of Lisbon, and its link to his scientific interests;
- His patronage of naval design to facilitate explorations of longer duration;
- The failure of the expedition to Tangier in 1437;
- Responses achieving marks in the top bands will provide a clear judgment on the significance of Henry the Navigator in the 15th-century exploration of Africa.

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**10. Examine the importance of religion as a motive for European exploration.**

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the relative importance of religion as a motive for European exploration in the 15th and early 16th centuries. There are numerous possible motives for European exploration, and candidates must assess the relative importance of religion.

*Points discussed may include:*

- Religious motives: desire to convert people in new lands; continue the Crusades against Islam; contact Christian kingdoms in Africa that some people believed to exist;
- Commercial motives: searching for gold, spices and other luxury products from the East; the Ottoman conquest of Byzantium threatened to close trade routes to the East – new ones had to be opened;
- Political motives: European countries saw exploration as a way to increase their wealth and strategic power versus rivals; patronage of influential leaders such as Henry the Navigator inspired the movement;
- Individual motives: ambitious individuals such as Columbus and Cabot set out to seek personal fortunes and influence; stories of the East by individuals such as Marco Polo inspired others to seek these territories;
- Other reasons for exploration: improvements in ship design, navigational instruments and maps made increased exploration possible;
- Responses achieving marks in the top bands will provide a clear judgment on the importance of religion as a motive for European exploration.

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## The Reformation (1517–1572)

11. To what extent were the attitudes of the German princes responsible for the spread of Lutheranism in Germany between 1517 and 1547?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the extent to which the attitudes of the German princes were responsible for the spread of Lutheranism in Germany in the first half of the 16th century.

*Points discussed may include:*

- The power of the German princes and their instincts for political autonomy, eg Frederick the Wise, Elector of Saxony;
- The resistance of German princes to Papal taxation and, especially, the sale of indulgences within Germany;
- Luther's challenge to the position and authority of the Papacy over the Church in the German states;
- The appeal of Lutheran doctrine and ideology to other Humanists and Reformers;
- The importance of the printing press, hymns and church music in disseminating Lutheran ideas;
- The use of Luther by the German princes as a means of asserting their autonomy against Charles V;
- The variety of pressures on Charles V, from France, his own Spanish kingdoms, and from the Turks, preventing concerted action against the Lutherans in Germany;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the attitudes of the German princes were responsible for the spread of Lutheranism in Germany in the first half of the 16th century.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

**12. Examine the importance of the Council of Trent for the Catholic Church.**

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, the importance of the Council of Trent (1545–1563). Candidates are likely to focus on the importance of the Council itself, and also of the reforms that it introduced, such as the reissuing of the Vulgate Bible, improved education for priests, and the tightening of discipline.

*Points discussed may include:*

- The Council of Trent is often regarded as the beginning of a period of Catholic revival, and was a response to the Protestant Reformation. It played an important role by providing a re-assertion of Catholic doctrine against Protestant ideas such as “Justification by Faith Alone”;
- The Council clarified Catholic doctrines and teachings. It had a direct impact on Church practices; for example, the decision was taken to increase regulation of the texts used in Mass ceremonies, a decision that was implemented through the Roman Missal of 1570;
- The Council rejected compromise with the Protestants, and affirmed the existing structure of the Catholic Church;
- The Council had limitations; for example, it was heavily dominated by Italian bishops, and only a small percentage of the bishops eligible to attend actually did so. The Council took a long time to actually come about, because of factors such as the opposition of Clement VII and the wider political instability in Europe;
- The Council of Trent was an important factor in bringing about reform in the Catholic Church, but there were other factors that drove reform too. For example, candidates may discuss the relative importance of the Council as compared to the role of individual priests, preachers and leaders such as Ignatius of Loyola, or may discuss the importance of new religious orders, especially the Jesuits;
- Responses achieving marks in the top bands will provide a clear judgment on the importance of the Council of Trent for the Catholic Church.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

**Absolutism and Enlightenment (1650–1800)**

13. Compare and contrast the political impact of Enlightenment ideas in **two** European states you have studied.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, discussion of both similarities and differences in the political impact of Enlightenment ideas in two European states. The detail of candidates' answers will vary according to the particular states they choose to discuss, but candidates should make links between the ideas of the Enlightenment and the extent to which these led to political change in their chosen examples. Candidates should focus their response on the political impact of Enlightenment ideas, rather than on a detailed philosophical discussion of the ideas themselves.

*Points discussed may include:*

- Candidates may identify Enlightenment ideas of particular relevance, such as the focus on reason rather than on tradition and faith;
- How these ideas could promote change or be used to support existing regimes;
- The French example is likely to be especially popular as one of the two states used in the comparison, but is not required;
- The ways in which Enlightenment ideas had an impact on public opinion and debate, and led to desire for political reform;
- How Enlightenment ideas influenced discussion around individual rights and political constitutions;
- The use of Enlightenment ideas in strengthening nation states;
- Candidates must give an account of the similarities and differences in the political impact of Enlightenment ideas in the two states chosen for discussion, not simply give a description of the features of those ideas, or an account of the impact in each. Thematic approaches are therefore likely to be more successful than end-on comparisons.
- Responses achieving marks in the top bands will provide a clear judgment on the similarities and differences between the political impact of Enlightenment ideas in two European states.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

14. Examine the impact of monarchical patronage on the arts in any **one** country from the region.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, candidates should show a clear understanding of how patronage operated and may argue that it was positive or negative for the development of the arts.

*Points discussed may include:*

- The detail of candidates' answers will vary according to the country they choose to discuss;
- Monarchs used the arts to reinforce their position;
- The impact of financial support for artistic endeavour supplied by monarchs;
- The arts were moved away from domination by the Church with the rise of monarchical patronage, and the impact that this had;
- Discussion of the impact on the arts could include the impact on architecture, music, drama and literature as well as painting and sculpture;
- Responses achieving marks in the top bands will provide a clear judgment on the impact of monarchical patronage on the arts in the country selected for discussion.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

## The French Revolution and Napoleon I (1774–1815)

### 15. To what extent do you agree with the claim that Louis XVI caused the French Revolution?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, the extent to which it was the misjudgments of Louis XVI that caused the French Revolution rather than any other factors.

*Points discussed may include:*

- Louis XVI's decision to intervene in the American War of Independence with the resultant financial cost and possible spread of Enlightenment ideas via returning French troops;
- Vacillating leadership of Louis XVI; appointment of a succession of ministers (for example Turgot, Necker, Calonne) but failure to support ministers' reform measures;
- Louis XVI's indecision post-1789, sometimes seeming to work with those wanting a constitutional monarchy, but then Flight to Varennes and discovery of the *armoire de fer*;
- In order to balance arguments that focus on Louis XVI, there could be other points raised. These could include social inequality inherent in the *Ancien Régime*; estates system and taxation;
- Candidates may also include Enlightenment ideas and their role in the revolution;
- Some candidates may point out the interrelated nature of some of the factors above;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the candidate agrees with the claim that Louis XVI caused the French Revolution.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

**16.** Evaluate the success of Napoleon I's domestic policies in the period from 1799 to 1815.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, the aims of Napoleon I's domestic policies should be identified so that an evaluation of success can be made. Aims could include establishment and preservation of the Empire and creating a stable and efficient state.

*Points discussed may include:*

- *Code Napoléon*;
- Concordat with the Pope;
- Administrative, fiscal and economic policies;
- Education reforms;
- The strengthening of the state including law enforcement and repression of opposition;
- The honours and merit system; *légion d'honneur*;
- Confirmation of ownership of former church and émigré land;
- Responses achieving marks in the top bands will provide a clear judgment on the success of Napoleon I's domestic policies in the period 1799 to 1815.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.



## France (1815–1914)

### 17. Examine the causes **and** significance of the Revolution of 1830.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, candidates should identify the main reasons for the unpopularity of the Bourbon regime and Charles X by 1830. With regard to significance, candidates may comment on the increasing importance of popular support in maintaining a regime.

*Points discussed may include:*

- Revival of the Ultras from c1820 including the re-establishment of censorship and adjustment of the electoral law in the interests of the wealthy;
- Under Charles X from 1824, there was compensation for the émigrés and a clerical revival;
- Growth of an opposition press which became popular as a vehicle for criticism of reactionary policies;
- Charles X's choice of Polignac as prime minister in 1829;
- Ordinances of St. Cloud in July 1830;
- Other factors could include economic problems and a poor harvest which increased opposition, leading to strikes and demonstrations especially in Paris;
- For significance, candidates could argue that the fact that the revolution occurred underlined the importance of a degree of popular consent for the regime;
- Responses achieving marks in the top bands will provide a clear judgment on the causes and significance of the Revolution of 1830.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

**18.** Evaluate the extent of political instability in the French Third Republic between 1871 and 1890.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case whether the French Third Republic was really as unstable as it appeared to be. Candidates may consider different phases in the life of the Republic within this period or consider the extent of danger represented by different crises.

*Points discussed may include:*

- Post-war reconstruction and issues around possible monarchical restoration. The struggle between the National Assembly and the President (Thiers and MacMahon);
- The changing nature of the National Assembly (increased Republican representation) and the tension this created with MacMahon;
- The period to 1877 was characterized by a lack of clarity as to whether the Republic would survive;
- Corruption and scandals, *eg* the second presidency of Grévy (the sale of honours);
- The rise of *Boulangisme* and the extent to which Boulanger posed a real threat;
- Throughout the period, there was apparent instability with regular changes of government and fragmented political parties. However, some may argue that there was in fact a great deal of continuity in terms of membership of governments;
- An argument could be made that Republican unity against enemies on the Right ensured the survival of the Republic, suggesting an underlying stability;
- Responses achieving marks in the top bands will provide a clear judgment on the extent of political instability in the Third Republic between 1871 and 1890.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

## Society, politics and economy in Britain and Ireland (1815–1914)

19. “Unrealistic and overambitious demands were the main reason for the failure of Chartism.”  
To what extent do you agree with this statement?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case candidates should identify the demands of the People’s Charter, consider the political context in which these demands were made, and examine levels of Chartist support in order to arrive at an evaluation of how realistic these demands were.

*Points discussed may include:*

- The extent to which Chartist support fluctuated according to the state of the economy;
- Post-1832 parliament was unwilling to consider any further electoral reform;
- Other factors for the failure of Chartism include divided leadership as to methods; moral vs. physical force;
- The flexibility of the response by the British state; on the one hand to react promptly and effectively to Chartist violence and on the other to legislate to ameliorate social and economic grievances (Repeal of the Corn Laws, Mines Act);
- Lack of middle class support arguably also undermined credibility;
- Some might argue there was a confusion of social and political aims within the movement (O’Connor Land Scheme);
- Some candidates may argue that Chartism did not ultimately fail as many of the demands of the Charter were enacted over the following decades;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the candidate agrees with the claim that unrealistic and overambitious demands were the main reason for the failure of Chartism.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

**20. Evaluate the success of Disraeli's domestic policies.**

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case candidates should appraise the success of Disraeli's domestic policies. They may wish to outline what he wished to achieve and how far he met his aims, or they may examine the significance of his domestic policies in the wider context. Whichever approach is chosen, the focus must be on Disraeli's key domestic legislation and the impact of those policies on Britain.

*Points discussed may include:*

- The main focus of candidates' responses is likely to be domestic policies while he was prime minister between 1874 and 1880, linked to the argument as to whether Disraeli put into practice distinctive 'One Nation' Conservative measures (as articulated, for example, in his speeches in Manchester and at the Crystal Palace, London, in 1872).
- Some may argue that his policies were successful: Disraeli's government did carry out a number of social reforms including the Artisans' and Labourer' Dwellings Improvement Act of 1875, the Agricultural Holdings (England) Act of 1875, the Public Health Act of 1875 and the Factory and Workshop Act of 1878. Legislation that allowed trade unions to act more effectively was also passed: for example, the Employers and Workmen Act of 1875 and the Conspiracy, and Protection of Property Act of 1875.
- However, it could also be argued that some legislation changed little because much of it simply provided frameworks within which local authorities could respond to the legislation as they saw fit, rather than prescribing action. Nevertheless, this could be judged as a success because domestic stability was achieved, and this was what Disraeli had promised to the electorate in 1874 after the upheavals of the Gladstone reforms of 1868 to 1874.
- Another argument could be that it was R. A. Cross, Home Secretary between 1874 and 1880, who was responsible for much of the government's domestic legislation and that Disraeli played little part in its development or implementation.
- Candidates may argue that the success of Disraeli's domestic policies was more grounded in reputation – characterised by the slogan of 'One Nation' Conservatism – than in reality.
- Responses could also include discussion of the Reform Act of 1867, Disraeli being instrumental in splitting the Liberals and enabling the Conservatives to pass this legislation (Disraeli was briefly prime minister from February 1868, after the retirement through ill health of Lord Derby, losing office following a general election in December 1868).
- Responses receiving marks in the top bands will provide a clear judgment on the success of Disraeli's domestic policies.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the **"best fit"** to the responses given by candidates and to **award credit wherever it is possible to do so**.

### Italy (1815–1871) and Germany (1815–1890)

21. Examine the consequences of Austrian dominance in Italy between 1815 and 1849.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case candidates should understand the provisions of the Congress of Vienna insofar as they relate to Austrian dominance in Italy and their impact.

*Points discussed may include:*

- Direct Austrian rule over Lombardy and Venetia;
- Indirect Austrian rule in the Central Duchies;
- Austrian role in suppression of rebellions, *eg* in Naples and Piedmont in 1821 and in 1831–2 in the Central Duchies;
- Austrian role in suppression of 1848 revolutions in Italy and defeat of Piedmont at Novara and Custoza;
- Some may argue that consequences included the development of a degree of Italian national consciousness as a reaction to Austrian repression;
- Some may argue that Austria limited the extent of liberal reform in the Central Duchies;
- Austrian defeat of Piedmont in 1849 also meant that Piedmont was seen as a standard bearer for Italian unification in the following decades. (This point is permissible as consequences of Austrian dominance could be argued to continue post-1849);
- Some may point out that there were consequences for Austria; arguably its repressive role in Italy meant that it failed to reform domestically and failed to respond adequately to the growth of Prussian power in Germany;
- Responses achieving marks in the top bands will provide a clear judgment on the consequences of Austrian dominance in Italy in the specified period.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

22. “Bismarck was the sole architect of German unification, 1862 to 1871.” To what extent do you agree with this statement?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case candidates should consider how important Bismarck’s contribution to German unification was, as well as looking at the role of others. There could also be some discussion of to what extent Bismarck planned unification, as implied by the term “architect”, or whether he was an opportunist who improvised successfully.

*Points discussed may include:*

- Bismarck’s role in strengthening Prussia (military reforms and economic measures);
- Bismarck’s foreign policy; his resistance to Austrian dominance of the German federation;
- Bismarck’s role in the wars of unification: Danish War of 1864, Austro–Prussian War of 1866 and Franco–Prussian War of 1870–71;
- The use of the term “architect” implies planning by Bismarck; candidates could discuss how far Bismarck planned each stage of the process, or whether he reacted to events;
- Other factors that led to unification could include growing German nationalism, decline of Austria, weakness and failure of Napoleon III, role of King William IV of Prussia and the Prussian military (Roon and Moltke);
- There could also be some consideration of the broader international context in which unification occurred (non-intervention of Britain and Russia);
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the candidate agrees with the claim that Bismarck was the sole architect of German unification during the period 1862 to 1871.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

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

### 23. Compare and contrast the domestic policies of Alexander II and Alexander III.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, examining in detail the reigns of both Tsars and identifying clearly where they were fundamentally in agreement, such as maintaining the Autocracy and strengthening Russia by encouraging economic growth. It could be argued that they were both very similar in their aims but differed as to how they could be achieved.

*Points discussed may include:*

- Candidates may focus on the contrast between Alexander II as the “Reforming Tsar” and Alexander III as the “Reactionary Tsar”;
- Discussion should be supported by reference to specific policies, for example, Alexander III’s reversal of *Zemstva* power by the appointment of Land Commandants, increasing control of education, support for the Church *etc*;
- In terms of the general attitudes of both Tsars, Alexander II was open to western ideas to some extent whereas Alexander III was very much a Slavophile;
- Comparisons could include the key point that both were determined to maintain the monarchy;
- Both pursued Russian dominance within the Empire; Alexander II being less willing to make concessions to national minorities after the Polish revolt of 1863;
- Both sought economic growth. It is often forgotten that Alexander III appointed Witte as finance minister;
- Candidates must give an account of the similarities and differences in the domestic policies of the two Tsars, not simply give a description of the features of these policies. Thematic approaches are therefore likely to be more successful than end-on comparisons.
- Responses achieving marks in the top bands will provide a clear judgment on the similarities and differences between the domestic policies of Alexander II and Alexander III.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

**24. Examine the reasons for Bolshevik victory in the Russian Civil War.**

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the relative strength of the Bolsheviks and weakness of the White opposition.

*Points discussed may include:*

- Effective military leadership by Trotsky and political leadership by Lenin (War Communism and increase in Party control);
- Divisions between and among the Whites and Greens, both in terms of aims and military objectives;
- Aims of the Bolsheviks were very clear: protection of the Revolution and resistance to foreign intervention (nationalist aspect);
- Some popular support for the Bolsheviks was linked to policies of land and peace (Brest Litovsk) and an unwillingness to revert to any approximation of Tsarist rule;
- Bolsheviks controlled central areas and key cities of Russia, giving a geographical advantage over their opposition;
- Decline of foreign support for the Whites due to a lack of popular support for involvement in Russia's Civil War;
- Responses achieving marks in the top bands will provide a clear judgment on the reasons for Bolshevik victory in the Russian Civil War.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.



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

25. Evaluate the claim that German foreign policy was the main cause of the First World War.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case examination of various causes of the First World War and a consideration of the significance of German foreign policy in provoking the war.

*Points discussed may include:*

- *Weltpolitik*, “Place in the sun”; examples could include the First and Second Moroccan crises, naval race with Britain;
- German failure to renew the Reinsurance Treaty and greater support for Austria-Hungary (eg the Bosnian crisis of 1908–9 and the “blank cheque” of July 1914);
- Some may argue that the erratic nature of German foreign policy was due to some extent to the character of Wilhelm II and that this led to distrust of Germany;
- Looking at other causes of the war, candidates could discuss the development of “two armed camps” between the Triple Entente and the Triple Alliance;
- Broader problems of increased nationalism, particularly in the Balkans, led to instability as did the decline of the Ottoman Empire;
- There could be an examination of the failure to manage the July 1914 crisis successfully by all the major powers (war had been averted in previous crises);
- Some may argue that many nations were willing to go to war in 1914 as a distraction from domestic problems (eg Germany, Austria-Hungary, Russia, Britain, France);
- Responses achieving marks in the top bands will provide a clear judgment on the claim that German foreign policy was the main cause of the First World War.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

26. Discuss the effects of the First World War on the civilian population in any **one** European country.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case candidates should focus clearly on effects of the war on the civilian population in their chosen country and avoid discussion of military events.

*Points discussed may include:*

- Britain, Germany, France and Russia are likely to be popular choices, but candidates may write about any other European country;
- Initial national unity and support for respective governments;
- The impact of conscription including the movement of women into the workforce;
- Economic impact; increased government control of the economy;
- Health of the population and rationing; civilian casualties where appropriate;
- Growth of labour unrest and political radicalism, especially in Germany and Russia;
- Responses achieving marks in the top bands will provide a clear judgment on the effects of the First World War on the civilian population in the country selected for discussion.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

### European states in the inter-war years (1918–1939)

27. Evaluate the reasons for the survival of the Weimar Republic in the period from 1918 to 1923.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, candidates need to identify the threats to the Republic and the reasons why they were overcome.

*Points discussed may include:*

- Threats included Spartacist Rebellion, Bavarian Republic, Kapp Putsch, Munich Putsch;
- They were overcome either because of military support for the Republic (Spartacist Rebellion and Bavarian Republic, Groener Ebert Pact) or popular support (Kapp);
- Mainstream Weimar parties (Centre, SPD, DVP and DDP) had significant levels of popularity in the country, whereas the extremist parties, KPD, NSDAP and DNVP had limited support;
- Some candidates may argue that in these years the Allies would have intervened against an overthrow of the Republic by revolutionary or monarchical forces;
- During the crisis of 1923, Ebert as president allowed the use of Article 48 to enable politicians to take effective decisions to resolve the crisis, eg Stresemann issuing of the Rentenmark and calling off of Passive Resistance;
- Responses achieving marks in the top bands will provide a clear judgment on the reasons for the survival of the Weimar Republic in the period 1918 to 1923.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

**28. Examine the reasons for the Nationalist victory in the Spanish Civil War.**

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case candidates should assess why the Nationalists under Franco were able to win the war looking both at the advantages of the Nationalist side and the weaknesses of the Republicans.

*Points discussed may include:*

- Nationalist advantages could include the fact that the majority of the armed forces were on their side; the importance of the experienced Army of Africa could be underlined;
- The role of foreign intervention could be discussed; Nazi/Fascist support for the Nationalists and the failure of the British and French governments to aid the Republicans; failure of the Non-Intervention Committee. The extent and significance of Soviet assistance to the Republican side could be debated;
- Candidates may focus on the degree of political and military organization on both sides; some may argue that disunity on the Republican side (*eg* conflicts between PCE and POUM in Catalonia) was a disadvantage for them and that this contrasted with the way in which different elements of the Nationalist side worked together: Carlists, Falangists, Army;
- There was arguably clearer leadership on the Nationalist side, with Franco appointed as *Generalísimo* in autumn 1936. This contrasted with divisions in the leadership of the Republican side (for example, Largo Caballero was replaced by Negrín in May 1937);
- Role of the Church in endorsing the Nationalist side; extent to which this helped to generate popular support in some areas for the Nationalists;
- Role of landowners and big business in supporting the Nationalists financially; and their alienation from the Republicans;
- Responses achieving marks in the top bands will provide a clear judgment on the reasons for the Nationalist victory in the Spanish Civil War.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

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

29. “The Treaty of Versailles was a fair and reasonable peace.” To what extent do you agree with this statement?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, examining the major terms of the treaty with reference to the words “fair “ and “reasonable”. Some may disagree while others will agree with the statement. In either case, there should be some consideration of the context in which the treaty was drawn up *ie* the aftermath of a devastating war, the fact that Germany admitted defeat but that this was a new democratic Germany, the belief that Wilson’s 14 points would form the basis for negotiations.

*Points discussed may include:*

- The issue of the “War Guilt Clause” with perhaps reference to different historical theories. Possibly linking war guilt to the payment of reparations;
- Territorial losses – Alsace-Lorraine, Schleswig-Holstein, Polish Corridor *etc*, did these conflict with the principle of National Self-Determination?;
- Disarmament clauses; did these leave Germany unprotected and weak or did they satisfy the French need for security?;
- Reparations: were these legitimate? Were they too much?;
- Responses that agree with the statement may argue that German aggression was the main cause of the war, that Germany had suffered little material damage and that actually the peace could have been much harsher (*eg* Clemenceau was prevented from pursuing the establishment of an independent Rhineland state). In addition, comparisons could be made with the draconian provisions of the Treaty of Brest-Litovsk imposed by Germany on Russia in March 1918;
- Responses that disagree may argue the treaty was a Diktat, that it left Germany unable to recover economically because of the burden of reparations (although they did not cause inflation in 1923), that it was unfair to enforce a peace on the new democratic republic when the justification for such a peace were the policies of the German Empire;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the candidate agrees with the claim that the Treaty of Versailles was a fair and reasonable peace.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

**30. Evaluate the successes and failures of the League of Nations in Europe.**

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case candidates should be able to identify and evaluate the successes and failures of the League of Nations in Europe to 1939.

*Points discussed may include:*

- For successes, candidates could focus on the Aaland Islands dispute, the Upper Silesia settlement, Greek–Bulgarian Crisis of 1925. A variety of non-territorial successes could be discussed: for example the Nansen passport for displaced persons.
- For failures, many candidates will no doubt discuss the collapse of attempts at disarmament, the withdrawal of key nations from the League (Germany, Italy) and perhaps the weakness of the Non-Intervention Committee on the Spanish Civil War.
- The League also failed to act when the Treaty of Versailles was breached; *eg* German remilitarization of the Rhineland in March 1936.
- Some candidates may look at weaknesses in the League's structure as well as the choice of some nations not to join and the exclusion of others. Even when the Soviet Union joined in 1934, there was little cooperation due to the West's fear of communism.
- Some candidates may argue that the League was more successful in the 1920s than the 1930s due to the impact of the Depression in the latter decade. Arguably the Depression led to the rise of aggressive militaristic states (Germany), who flouted the League and that it led other states to pursue their own interests in foreign policy with little reference to the League (*eg* British policy on sanctions against Italy after the invasion of Abyssinia and the British policy of Appeasement of Germany).
- A way of linking together successes and failures could be to argue that the League could be effective in Europe when the issues were related to relatively small powers but that this was not the case when major powers were concerned
- Responses achieving marks in the top bands will provide a clear judgment on the successes and failures of the League of Nations in Europe.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

### The Soviet Union and post- Soviet Russia (1924–2000)

31. Discuss the reasons for Stalin's success in the struggle for power during the period 1924 to 1929.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case why Stalin, who had been very much a bureaucrat in the early years, had by 1929 become the dominant politician in the party and Trotsky, the hero of the revolution and civil war had been removed. Responses should indicate that the struggle was very much within the party and took place behind a debate on the future direction of the Soviet Union both politically and economically – Socialism in One Country versus Permanent Revolution.

*Points discussed may include:*

- Stalin's position as General Secretary and how he used that increased control of the party (Lenin Enrolment, appointment of supporters to key posts within the party, his control of the agenda at party meetings etc), his failure to inform Trotsky of the date of Lenin's funeral, his use of the Ban on Faction to eliminate rivals.
- Stalin's flexibility with regard to allies, he formed the Troika with Kamenev and Zinoviev to undermine Trotsky, then allied with Bukharin and the Right of the Party to eliminate the Left Opposition.
- His flexibility on economic policy, initially supporting a continuation of NEP when Trotsky was urging radical economic transformation. By 1929 Stalin reinterpreted the idea of Socialism in One Country to mean what Trotsky had advocated in 1924
- For balance, responses should consider the weakness/mistakes of rivals such as Trotsky, Kamenev, Zinoviev and Bukharin.
- Trotsky was seen by some as a threat because of his links with the Army; his adherence to the idea of Permanent Revolution was unpopular in the party, his failure to attend Lenin's funeral was considered disrespectful and he failed to build a power base in the Party.
- Trotsky also lacked political judgment, he voted to suppress Lenin's Testament to maintain party unity; it was not until 1926 that the Left Opposition emerged, by which time Stalin had control of the Politburo. Kamenev and Zinoviev were still doubted because of their lack of enthusiasm for revolution in October 1917 and Bukharin's economic ideas were considered too moderate and unrevolutionary
- Responses achieving marks in the top bands will provide a clear judgment on the reasons for Stalin's success in the struggle for power in 1924 to 1929.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit wherever it is possible to do so**.

**32. Evaluate the success of Brezhnev's domestic policies.**

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case candidates should identify the aims of Brezhnev's domestic policies and make a judgment as to how successful his policies were in achieving his aims.

*Points discussed may include:*

- Brezhnev's main domestic policy focus was stability after the upheavals of the Khrushchev era.
- This was the case for economic policy where the Liberman reforms were abandoned, despite initial support from Kosygin. Centralized comprehensive planning remained in place focussed on heavy industry and defence.
- De-Stalinization was also reversed to some extent with more favourable references to Stalin being introduced. Brezhnev introduced the "Trust in Cadres" slogan in 1965, welcomed by established Party bureaucrats.
- As far as dissent was concerned, despite signing the Helsinki Accords on human rights, dissidents were persecuted; eg Sakharov, Solzhenitsyn.
- In terms of the degree of success, many candidates may argue that in his lifetime, Brezhnev was successful in re-establishing stability and clamping down on dissent. However, in the longer term, it could be argued that the Soviet Union paid a heavy price for this success with an ageing Party leadership and a faltering economy, which would lead to problems in the 1980s
- Responses achieving marks in the top bands will provide a clear judgment on the success of Brezhnev's domestic policies.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit wherever it is possible to do so**.



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

33. Examine the reasons for, and the extent of, European integration between 1945 and 2000.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case both the reasons for, and the extent of, European integration between 1945 and 2000. Integration should be taken to mean both political and economic integration. Reasons for economic integration could include stimulating trade, opening new markets, reducing financial barriers such as national currencies. Reasons for political integration could include security for individual nations, reduction of tensions and giving nations more international impact as part of a supranational body.

*Points discussed may include:*

- Candidates may discuss economic integration, including the various economic bodies established to promote economic cooperation including Benelux Union, ECSC (European Coal and Steel Community), the EEC (1958) or Common Market with six members as well as EFTA (1959). In 1972, negotiations were completed for Britain's entry alongside Ireland and Denmark with Greece, Spain and Portugal joining in the 1980s and Austria, Sweden and Finland in 1995.
- In the post-Maastricht Era with the formation of the European Union and the introduction of the EURO, economic integration became much more developed
- Candidates may consider the economic issues that challenged integration such as the controversial Common Agricultural Policy, overproduction "butter mountains" etc, fisheries quotas and constant disputes over Britain's budget contributions/rebates.
- In terms of political integration in the 1950s organizations such as NATO seemed to obviate the need for political integration; politicians such as De Gaulle remained suspicious of political integration. As the EEC expanded in the 1970s the main focus was on economic rather than political integration.
- In 1979 the European Parliament was formed with directly elected members, but, as closer monetary union was established post-Maastricht, some member states were anxious about surrendering national sovereignty, which limited political integration
- Responses achieving marks in the top bands will provide a clear judgment on the reasons for and the extent of European integration during the period 1945 to 2000.

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**34.** Discuss the challenges to the establishment of democracy in Spain up to 1982.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case candidates should focus on the obstacles to the establishment of democracy in Spain, ranging from the legacy of the Civil War up to the PSOE victory in the elections of October 1982, but with the focus on the years after Franco's death in November 1975.

*Points discussed may include:*

- In general, candidates could discuss the legacy of civil war and repression under Franco; this meant that deep divisions remained in Spanish society, arguably making a move to democracy more difficult. An example could be the difficulty with which the PCE was legalized in April 1977.
- Many supporters of the Franco regime were unwilling to accept change, *eg* Arias Navarro, prime minister until July 1976, and many in the armed forces. In the latter case, this culminated in the failed coup of Tejero in February 1981.
- The position of the king was initially weak; seen by many as representing continuity with the dictatorship, he was nicknamed Juan Carlos *el Breve*, (indicating that many thought his reign would be brief).
- The economic context was also a challenge to the establishment of democracy. There were sharp rises in inflation and unemployment in Spain in the later 1970s.
- Regional separatism was also growing in the aftermath of Franco's death. Basque terrorism by ETA was especially important in 1978–81, leading to repression and further terror. Catalan separatism also grew in this period.
- There were political divisions in the major political parties in this period: in the case of the UCD, this led to its steady decline from 1980–1982. In the case of the PSOE, the main opposition party 1977–82, there were splits over whether to keep Marxism as the party's official ideology, which was not resolved until an Extraordinary Congress of September 1979
- Responses achieving marks in the top bands will provide a clear judgment on the challenges to the establishment of democracy in Spain up to 1982.

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### Post-war central and eastern Europe (1945–2000)

35. Examine the extent of economic and social change in any **one** country in Central or Eastern Europe from 1989 to 2000.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the impact of the collapse of the Soviet Union and the end of the Cold war on the former satellite states or on Germany because of eventual unification.

*Points discussed may include:*

- In order to answer this question successfully candidates need to have undertaken a case study of social and economic conditions in their chosen country from Central and Eastern Europe during the period 1989 to 2000.
- Examples of social change could include aspects such as: greater social mobility because of wider access to educational opportunities; demographic changes; social change as a consequence of immigration; increased social diversity; more urbanized societies; impact on living standards (these could be negative as well as positive); changes to life expectancy; religious change; changes to family life
- Examples of economic change could include aspects such as: the impact of the introduction of market economics in place of state controlled economies and privatizations of state enterprises. Employment opportunities (or lack of them); leisure; poverty and wealth could also be examined.
- Responses achieving marks in the top bands will provide a clear judgment on the extent of economic and social change in any one country in Central or Eastern Europe during the period 1989 to 2000

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

36. “Popular support for local Communist parties was the main reason for Soviet dominance in Eastern Europe during the period 1945 to 1955.” To what extent do you agree with this statement?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the ways in which Soviet dominance of Eastern Europe was established in the 10 years after the end of the Second World War.

*Points discussed may include:*

- The levels of support for local Communist parties, some of which gained some electoral support. Most national communist parties were linked with resistance to German occupation.
- The strength of alternative parties and the tactics used by Communist parties, forming alliances with socialists (Poland, Hungary) to gain access to government and then using that access to gain control of key institutions such as the police and armed forces (Czechoslovakia)
- Some candidates may argue that many alternative parties lacked credibility because of association with German occupation, or were too conservative and reactionary (Peasants Party in Poland), causing more moderate parties to ally with the Communists and thus providing the Communists with access to political control.
- Other reasons for Soviet dominance that candidates may discuss could include: political interference and control by Moscow and economic dominance via Comecon.
- Many would argue that the use and presence of Soviet troops was also extremely important in supporting local Communist parties as they extended their control and ensured Soviet dominance
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the candidate agrees with the claim that popular support for local Communist parties was the main reason for Soviet dominance in Eastern Europe in the period 1945 to 1955.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.

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