

# Markscheme

**November 2017**

**History**

**Higher level**

**Paper 3 – history of Europe**

21 pages

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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.*

**If you are uncertain about the content/accuracy of a candidate’s work please contact your team leader.**

Marks	Level descriptor
13–15	<ul style="list-style-type: none"> <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. With reference to England, to what extent were Henry II's reforms to local government more significant than his reforms to central government?

The question requires that candidates consider the merits or otherwise of the suggestion that the reforms to local government during the reign of Henry II were more significant than those to central government. Candidates may discuss local and central government separately, or they may offer a comparison of the impact of various reforms on central and local government. Responses may focus on the law and administration, and on the role of the justiciar. There may also be consideration of the standardization of common law and customary law and the impact of the activities of royal justices in bringing order to the localities. Central government reform focused on royal finances to restore royal authority and to ensure this was maintained during Henry's absences.

2. Discuss the causes and consequences of the wars between Philip II (Philip Augustus) and King John.

The question requires that candidates offer a considered and balanced review of the causes and consequences of the wars between Philip II and John. Candidates may consider the long- and short-term causes, or they may focus more on short-term reasons why John and Philip were at war. Causes could include the issue of the succession to the English throne and Philip's intervention in this dispute, the difficult relationship between vassal and overlord and constant border tension between the Angevin Empire and France. For consequences, the focus may be for both Philip and John personally, the results for France and England or a combination of both. John lost prestige at home and was unable to withstand the demands of his barons (Magna Carta). For Philip, victory increased both his personal authority as king and France became a significant and prosperous power after the acquisition of Normandy. Candidates need not offer equal coverage of causes and consequences, but both aspects must be a feature of the response.

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

3. “Christian doctrine and teaching were the most important reasons for hostility to Muslims in medieval Europe.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that Christian doctrine and teaching were the most important reasons for hostility to Muslims in medieval Europe. Candidates may agree, partially agree or disagree with the statement, but they must discuss this key issue. In fomenting hostility to Muslims, Christian teaching held that Muhammad was a false prophet and a heathen. Christian teaching also argued for the need to defend the Christian churches in the East and restore the Holy Sepulchre. However, there may also be some consideration of other factors, such as the Crusades stimulating hostility, as well as stories of Muslim atrocities told by key churchmen such as Bernard of Clairvaux to generate support for the Crusades. Some may argue that hostility was caused by the self-interest of monarchs (such as Alfonso X), who utilized the spirit of the Reconquista to increase their authority and end the coexistence of the two faiths.

4. Evaluate the reasons why Jews were often blamed for the Black Death.

The question requires that candidates make an appraisal of the reasons why the Jews were blamed for the Black Death. These reasons could include the fact that the Jewish populations suffered fewer deaths, largely because they were isolated in ghettos, the spreading of rumours that they had poisoned water supplies (rumours that were linked to the notion of an international Jewish conspiracy). Some candidates may argue that individual self-interest led many to blame the Jews, for example, those who sought to avoid payment of debts to Jewish money-lenders. It may also be argued that the authorities, to alleviate antagonism towards their inability to resolve the crisis, encouraged the belief that Jews had caused the Black Death. The confessions of some Jews lent credence to the rumours of responsibility. Answers must focus specifically on why Jews were blamed for the Black Death and not why there was a general anti-Semitic attitude, although that may be considered a significant contributory factor.

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

5. “Edward II’s removal from the throne in 1327 was the result of his failures as a military leader.” Discuss.

The question requires that candidates offer a considered and balanced review of the assertion that Edward II’s deposition was because of his unsuccessful military leadership. When considering this issue, which was a key role of medieval kings, candidates may refer to Bannockburn and the humiliating treaty with Scotland, or the military failure in Gascony. Other factors that might be discussed include his relationship with favourites such as Gaveston and the Despensers; their domination of patronage aroused the hostility of key magnates and of parliament. Edward’s weak and unreliable character may also be considered. Queen Isabella’s—and her favourite, Mortimer’s—actions, and their control of the young Edward, who was perceived to be a suitable successor, may also have been crucial to the deposition.

6. Evaluate the reasons why ducal Burgundy became a major power in the late 14th and early 15th centuries.

The question requires that candidates make an appraisal of the significance of the various reasons why Burgundy emerged as a major power. Reasons may be political and dynastic, and may include the expansion of territory in the Low Countries. The acquisition of titles, such as the Duke of Brabant or Counts of Hainault and Luxemburg, increased the power of the dynasty. Various marriages also benefitted the dynasty. The endowment of Burgundy by Philip in 1363 began the process of political independence from France. Burgundy’s actions in the Hundred Years War also increased its importance in relation to a weakened France. Economically Burgundy was prosperous with key cloth towns such as Bruges and Ghent, as well as developed financial structures such as credit facilities and banking houses. Burgundy was an international trading centre that benefitted from tolls on trade and made it enormously wealthy.

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

7. “The wealth of Italian cities was the most significant factor in the development of the Renaissance.” Discuss.

The question requires that candidates offer a considered and balanced review of the importance of wealth in the development of the Renaissance. Candidates may focus on the comparative importance of a range of Italian cities such as Florence and Milan and assess the significance of their wealth against a range of other factors, for example, the Church, the role of individuals and/or the classical heritage. Wealth allowed for investment in the arts and encouraged originality. Rivalry between the cities also encouraged support for the arts, as rulers commissioned works of art to enhance pride in their cities. There may be some discussion of the role of the Church in commissioning artists. Proximity to the remains of classical antiquity may be considered vital as many ideas were taken from the classical past. The importance of individual artists might be discussed, as it was their innovations that stimulated development.

8. Evaluate the impact of the Renaissance on **one** European country excluding Italy, Burgundy and Germany.

The question requires that candidates make an appraisal of the impact of the Renaissance on one European country that existed between 1400 and 1600, except Burgundy or those areas now incorporated into Italy and Germany. There may be consideration of the direct impact on the arts, the impact on political developments and ideas (such as the creation of a Renaissance monarchy), or there may be a focus on social and economic developments. When considering the impact of the Renaissance on ideas, the spread of humanism may be considered. In some countries, the Renaissance contributed to the growth of secular education whereas in others, in Spain for example, the Renaissance had a limited impact.

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

- 9.** Compare and contrast Spanish and Portuguese motives for exploration up to 1550.

The question requires that candidates give an account of similarities and differences between Spanish and Portuguese motives for exploration overseas, referring to both countries throughout the response. There are several motives that may be considered, for example, religious motives, economic motives, the desire to increase political power and/or the desire of individuals for fame. Religious motives were common to both countries but the level of its significance varied. Both were motivated by the search for wealth, as both lacked resources such as gold and silver. Both countries, wanted to increase the status of their nations, particularly Portugal because of its size and lack of power. A key difference might be the role of individuals: in Portugal, Henry the Navigator sought fame and encouraged exploration whereas in Spain it was the monarchy that motivated exploration. There does not have to be a balance in the number of similarities and differences.

- 10.** Evaluate the economic impact on Europe of the voyages of exploration.

The question requires that candidates make an appraisal of the economic impact the voyages of exploration had on Europe. Candidates may focus on the voyages of one or more countries and they may suggest that the impact was largely positive, largely negative or somewhere between. Areas to consider may include 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 the living standards of many social groups. There may also be consideration of changing trade patterns within the continent due to the arrival of new raw materials. Some candidates 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.

## Section 6      The Reformation (1517–1572)

**11.** Evaluate the reasons for criticism of the Catholic Church at the start of the 16th century.

The question requires that candidates make an appraisal of the reasons for criticism of the Church. It must be noted that the question is about the start of the 16th century and not the start of the Reformation and as such, issues including the condition of the papacy, the character of popes, for example Alexander VI, and the poor physical condition of Rome as the centre of the western Christian faith may be considered. There was much criticism that bishops were often either poorly educated or too involved in politics and secular affairs. The quality of the clergy especially parish clergy, the spiritual condition of the Church, the perceived problems of absenteeism, nepotism, simony and anticlericalism, and the criticism from humanist writers may be included in candidates' responses. Candidates may choose to deal with each factor separately or group them into categories.

**12.** Evaluate the reasons for the spread of Protestant ideas in England **or** Scotland **or** France **or** the Netherlands.

The question requires that candidates make an appraisal of a range of reasons why Protestant ideas spread in one of the above-mentioned countries. Candidates may deal with the reasons discretely or they may order them into groups, for example, religious reasons, political reasons, social reasons or even, perhaps, reasons linked to the geography of the country being evaluated. Political factors could include the influence of nationalism and dislike of the powers of the papacy. Economic factors could include the economic condition of the chosen exemplar or the role of itinerant merchants in spreading Protestant ideas. For example, the declining position of some groups in the Netherlands encouraged them to take up Protestantism. Social factors could include the emphasis on individual faith that was appealing to the more literate or the view that Protestant thought encouraged social change or even revolution.

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

**13.** Discuss the view that the Scientific Revolution overturned accepted belief systems.

The question requires that candidates offer a considered and balanced review of the impact on accepted beliefs of the Scientific Revolution. Candidates may choose to support or challenge the presented view, or they may find the middle ground and suggest that the Scientific Revolution had some, albeit limited, effects on accepted belief systems. Candidates may argue that the overturning of accepted belief systems happened only very slowly and depended on what part of society was being discussed. Examples of enduring superstition remained with the last example of a woman being executed for witchcraft in Europe taking place in Switzerland in 1782. Some may argue that the Church remained strong and it was not until the 18th century that these ideas became widespread during the Enlightenment. There may be some discussion of the work of key figures such as Newton, Harvey, Galileo and how it affected belief systems.

**14.** “Absolutist monarchs had few limits on the exercise of their power.” With reference to **two** absolutist monarchs, to what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of statement that absolutist monarchs had few limits on the exercise of his and/or her power. Candidates must focus on any two absolutist monarchs, from a single country at different times or from two different countries at the same or at different times. Candidates may take a comparative approach or discuss each monarch separately. Limits could be the problems of effectively controlling a large territory due to poor transport and communications. The need to raise taxes often led to compromise by absolutist monarchs. In support of the assertion, there may be reference to the *Divine Right of Kings*, the power that control of patronage gave, or the role of standing armies. There may be some discussion of the fact that absolutist monarchs provided stability and the extent of their power was regarded as acceptable for this reason.

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

### **15. Discuss the social **and** economic impact of the Revolution in France.**

The question requires that candidates offer a considered and balanced review of the social and economic impact of the Revolution. They could choose to consider the short-term impact or the impact over the whole period between 1789 and 1799. Socially, impact may include those factors that affected the Church or the social structure (the overthrow of the *Ancien Régime* and the increasing power of the bourgeoisie and the emergence of a property-owning peasantry). Another social impact was the greater political prominence of women, especially in the early stages. Some historians argue that ultimately the revolution led to a conservative social settlement with the middle classes and peasants now having a stake in a stable society. Economically, the impact could be discerned via crises such as hyperinflation caused by the assignat system, or perhaps the cost of revolutionary wars. It may also be argued that the revolution and wider political uncertainty undermined economic stability.

### **16. Evaluate the reasons for Napoleon's military defeat.**

The question requires that candidates make an appraisal of the different factors that contributed to Napoleon's defeat during the period up to 1815. Defeat could include the retreat from Russia in 1812, the military and diplomatic events that led to his abdication in April 1814 and defeat at Waterloo in June 1815. Factors could include the scale of the Allied opposition, the extensive nature of his campaigns (he chose to undertake the Russian campaign while the conflict in Spain continued) and the oppressive nature of his rule, which led to rebellions in conquered territories. Some candidates may focus on key strategic and military decisions that led to defeat in Russia, at Leipzig and, finally, at Waterloo. They may also consider non-military factors that contributed to military defeat, including his refusal to sign a peace in 1813, and a decline in domestic support following the invasion of France from Germany and Spain in 1813–1814.

**Section 9      France (1815–1914)**

**17.** Compare and contrast the policies of Louis XVIII and Charles X.

The question requires that candidates give an account of similarities and differences in the policies of the restored Bourbon Kings, referring to the policies of both monarchs throughout and covering the period between 1814 and 1830. Candidates may focus on constitutional or religious policies, the treatment of political opponents and foreign relations. Comparisons may include the fact that both accepted the need for an element of democracy and neither attempted a return to the *Ancien Régime*. Both, however, believed in the *Divine Right of Kings* and both gave some latitude to groups who wanted revenge for events during the Revolution. For contrast, Louis XVIII was more conciliatory and worked harder not to antagonize French opinion, while Charles X was willing to restrict press freedom and, to some extent, democracy. Charles X was more influenced by the Church than Louis XVIII, who had a more successful foreign policy, through which France was (by 1823) once again accepted as a major power.

**18.** Evaluate the reasons why the Second Republic was overthrown.

The question requires that candidates make an appraisal of the various reasons for the overthrow of the Second Republic and weigh up their significance. Louis Napoleon's coup d'état of December 1851 effectively marked the end of the Second Republic. Reasons could include the lack of support nationally, the alienation of key supporters (June Days, 1848) and divisions on the Left, which undermined support for the Republic. The actions and ambitions of Louis Napoleon were key to the overthrow. Louis was underestimated by many politicians and played off one faction against the other. Further, he excelled at fostering a positive image, presenting himself as defender of the Revolution while at the same time using the appeal of his name to offer a return to the glory days of empire. He was thus able to gain support from left and right and to also offer strong government.

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

- 19.** “The problems of urban poverty drove social reform in Victorian Britain.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that social reforms in Victorian Britain were driven mainly by urban poverty. Candidates may identify examples of social reform in Victorian Britain as a starting point and consider the extent to which urban poverty stimulated these reforms. These may include acts to regulate working hours in factories/shops (Factory Acts of 1833 and 1847), to increase the quality of urban housing and end homelessness (Artisans' Dwellings Act, 1875) or to improve infrastructure and public health (Local Government Act, 1861). Other factors that stimulated social reform may include religious conscience, for example Shaftesbury's Coal Mines Act (1842). Improved conditions in the industrialized towns of the North were often driven by civic pride.

- 20.** “The emergence of the Labour Party had a limited impact on British politics before 1914.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that up to 1914 the British Labour Party had little impact on British politics. Candidates may examine factors separately and gauge the significance of each, or they may choose to look at several factors that support the statement collectively before examining the opposite arguments. In support of the statement it could be argued that the Labour Party had limited influence on the Liberal government and insufficient support to be considered a viable alternative government with the two traditional parties continuing to dominate politics. Counter arguments could include the growing support for the Labour Party in the country with increasing number of local groups being formed, and its links with the Trades Union Congress (TUC)—especially during the “Great Unrest”. It could also be argued that the Liberal government only survived between 1910 and 1914 because of Labour support in Parliament.

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

**21.** Evaluate the causes and consequences of the 1848 to 1849 Revolutions in Italy.

The question requires that candidates make an appraisal of the causes and the consequences of the 1848 to 1849 Revolutions in Italy. Causes may include specific local grievances, for example Milanese hostility to Austrian restrictions and Sicilian grievances about Bourbon misrule. There was also a widespread general resentment against Austrian rule and influence, leading to support for nationalist movements such as “Young Italy”. Some candidates may argue that economic grievances were a factor. Consequences may be said to include the failure of all the revolutions following the collapse of the Roman Republic, the restoration of Austrian power and the restoration of the Bourbons. In the longer term the consequences of 1848 and 1849 were increased support for the notion of Italian unification and a realization that there was a need for the support of a friendly foreign power to counteract Austrian power.

**22.** “The Wars of Unification were the most significant factor in the establishment of the German Empire.” Discuss with reference to the period up to 1871.

Candidates are required to offer a considered and balanced review of the importance of the Wars of Unification in the establishment of the German Empire by 1871. The wars, including the Danish War of 1864, the Austro–Prussian War of 1866 and the Franco–Prussian War of 1870 to 1871, can be discussed collectively or separately. Other factors include, economic factors and Bismarck’s leadership. Prussia was the leading economic power in Germany and the Zollverein linked many states to Prussia, as such, they were more willing to accept the Empire. Bismarck’s political skills enabled him to manipulate events, presenting Prussia as a supporter of German nationalism in Denmark, neutralizing Austria and using the international situation in 1869 and 1870 to provoke France into war and to gain the support of the South German states. These events took place against a background of growing German nationalism, providing the climate within which the establishment of the German Empire could take place.

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

**23.** “The reforms of Alexander II were mainly aimed at preserving Russian autocracy.” Discuss.

The question requires that candidates offer a considered and balanced review of what Alexander II hoped to achieve by implementing reforms. Candidates may argue that the reforms were aimed at modernizing Russia and that Alexander II was a genuine liberal much influenced by Western ideas. Others may argue that the aim was to modernize Russia to strengthen autocracy. Indeed, their limited nature suggest that Alexander's main aim was the preservation of autocracy. When discussing each reform, candidates may consider how it might strengthen autocracy. For example, the Emancipation Edict was aimed at both modernization of agriculture and a reduction of peasant unrest (Reform from Above). The establishment of the Zemstva and Duma could be suggested as a move toward liberal democracy or that, because they were dominated by the nobility, they were a means to extend central authority to the regions. Both educational and legal reforms could be considered as attempts at westernization and modernization but both had limits.

**24.** Discuss the view that the Provisional Government collapsed because of the power of the Soviets.

The question requires that candidates offer a considered and balanced review of the factors that led to the collapse of the Provisional Government in October/November 1917. Some may argue that the Provisional Government was weakened initially because of Dual Power, but that its overthrow was the result of a coup carried out by the Bolsheviks. Other factors that may have undermined the Provisional Government were its lack of legitimacy (it was self-appointed). Additionally, its failure to implement popular policies, such as dealing with the land question and the decision to continue with the war, was in contrast to Bolshevik policies of Peace, Land and Bread. There may be consideration of the extent of popular support for the Provisional Government by October 1917; it was only able to survive the Kornilov affair with the help of the Red Guards, whereas the Bolsheviks had majorities on the Petrograd and Moscow Soviets.

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

- 25.** “The Congress of Berlin (1878) was the greatest achievement of European diplomacy between 1871 and 1914.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the 1878 Congress of Berlin was the highpoint of European diplomacy. Some may focus on the Congress itself, others may compare the Congress against other events or factors that had a positive impact on European diplomacy. It could be argued that the Congress achieved the resolution of tensions over the Eastern Question avoiding conflict particularly between Russia and Austria-Hungary and avoided war in the Balkans for several decades. Alternatively, it could be argued that it stored up tensions for the future by allowing Austria control over Bosnia and Herzegovina. The hostility of Russia contributed to the establishment of the alliance system and ultimately the First World War. Some may argue that there were other greater diplomatic achievements such as the resolution of the two Moroccan crises.

- 26.** “The failure to manage the international crisis of July 1914 led to the outbreak of the First World War.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the outbreak of the First World War was the result of the failure to manage the July Crisis of 1914. The key crisis must be discussed; however, the extent of this discussion may vary based on each candidate’s interpretation of events. Some may focus almost entirely on the events of the July Crisis whereas others may seek to place it in the wider context and offer a comprehensive assessment of other factors, for example militarism, colonial rivalry or the alliance system. Some may argue that failure to manage the crisis brought the alliance system into play, escalating a crisis in the Balkans into a European and later world war. Some may also point out that previous crises such as Morocco or Bosnia had been successfully managed and war avoided.

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

- 27.** To what extent do you agree that Hitler was able to consolidate his power, by August 1934, because he had the support of the German people?

The question requires that candidates consider the merits or otherwise of the statement that the German people, by and large, supported Hitler. Responses may examine levels of support, referring to electoral support and the results of plebiscites. Other factors that may be considered significant could include, legal methods used to consolidate power such as the Enabling Bill or the policy of Gleichschaltung, the use of force against Communists, SPD deputies and the SA on the Night of the Long Knives or gaining the support of elites including the Reichswehr. Some may argue that Hitler's consolidation of power was possible because of a combination of all these factors with each being more significant at different stages. Some may place events in context arguing that consolidation was because of fear of revolution or the desire for strong government combined with Hitler's personal popularity.

- 28.** Evaluate the successes and failures of Primo de Rivera's government from 1923 to 1930.

The question requires that candidates make an appraisal of the successes and failures of Primo de Rivera's government in the given period. They may elect to examine these two issues separately, or they may choose to draw links between specific factors. In doing this, they are likely to identify the problems confronting Spain and Primo de Rivera's attempt to resolve them. Problems included weak and corrupt governments, the threat posed by regional separatism, especially in Catalonia, a weak economy and undeveloped infrastructure, high unemployment, extreme social divisions and colonial weakness. Some candidates may wish to set a context by discussing how Primo de Rivera came to power in a *pronunciamiento* with the tacit support of Alfonso XIII and how, despite his attempts to establish a power base (the *Unión Patriótica*), he still relied on the army, Church and nobility. Ultimately, he had no real basis for stable government, limiting his attempts at reform.

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

- 29.** “Italian foreign policy was inconsistent in the period between 1922 and 1940.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement. They are required to cover the whole period of Mussolini’s regime. Candidates may argue that Mussolini had consistent goals and used consistent methods to achieve them. Alternatively, they may argue that he had clear goals—restoring Italian prestige, revising the post-war settlement and expanding Italian influence and territory in the Mediterranean—but was inconsistent in terms of the methods used. Some may choose to examine Mussolini’s policies chronologically, arguing that in the 1920s and early 1930s he was, overall, pursuing consistent policies diplomatically (Locarno), but with some exceptions (Corfu). From the mid-1930s his policies became more aggressive (Abyssinia and Spain, signing the Rome Berlin-Axis), but that again there were inconsistencies (helping to preserve peace at Munich or attempting to reach an Anglo-Italian agreement in 1939). He joined the war in 1940 to expand into the Balkans.

- 30.** Evaluate the reasons for the defeat of the Axis powers in Europe in the Second World War.

The question requires that candidates make an appraisal of the significance of a number of reasons why, by 1945, the Axis powers had been defeated. Candidates may wish to adopt a chronological approach that deals with key issues as they occurred—particularly key military battles (Stalingrad, El Alamein, the battle of the Atlantic or D-Day). They may take a thematic approach, or they may deal with Italy and Germany separately. Factors may include the issue of effective military leadership (both Hitler and Mussolini interfered with key military decisions) and their relative strength (Italy was weak economically and militarily and Germany was obliged to support her, thus overstretching her own resources). Neither could sustain a long war whereas the Allies had the economic resources of the US and the numerical resources of the US and the Soviet Union. The Allies were also able to rely more on the willingness of the civilian population to make sacrifices for the war effort.

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

31. “Stalin’s Five Year Plans and the policy of collectivization failed to improve the Soviet economy by 1941.” Discuss.

The question requires that candidates offer a considered and balanced review of the assertion that the Soviet economy was not improved by either the Five-Year Plans or by Collectivization. Candidates may choose to define the aims of both policies and then assess the success and failures of each in relation to the economic growth of the Soviet Union, they may elect to address the two policies separately or they may provide an integrated assessment of both. Some may argue that despite the many criticisms and weaknesses of the Five-Year Plans they were an overall success, giving the Soviet Union the industrial capacity to withstand invasion and to become a superpower. Collectivization was arguably a political success (dekulakization and the extension of party control in the regions) but an economic disaster, as agriculture did not recover until the 1950s.

32. “Khrushchev’s foreign policy caused confusion and uncertainty.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that Khrushchev’s foreign policy caused anxiety internationally because it was inconsistent. Candidates may agree, partially agree or disagree with the statement. At times Khrushchev appeared to be seeking to improve Cold War relations (peaceful co-existence, co-operation over Vietnam in Geneva and over Suez, or even agreeing to the Test Ban Treaty and the establishment of a “hotline”), but at other times he seemed to be increasing tensions (establishing the Warsaw Pact, events in Hungary in 1956, and the Berlin crisis in 1958), indicating a much harder line. The building of the Berlin Wall and the Cuban crisis caused anxiety in the West regarding Soviet expansion, yet Khrushchev also visited Camp David. Some may argue that he was consistent in trying to maintain the position of the Soviet Union as a superpower.

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

**33.** Evaluate the reasons for the emergence of the Cold War by 1949.

The question requires that candidates make an appraisal of the importance or otherwise of the various factors that led to the Cold War in Europe by 1949. Candidates may detail these factors separately and consider the significance of each, they may group factors (for example, long-, mid- and short-term causes) or they may separate them into East and West factors. Long-term causes may include intervention in the Russian Civil War and the isolation and suspicion of the Soviet Union in the 1920s and 1930s (for example the Riga Axioms, and Soviet exclusion from the League of Nations until 1934). Medium term causes may include wartime tensions and suspicions (delay over opening the Second Front or the future of Poland). In the short term, it was arguably the policies and actions of both superpowers and their leaders that led to the collapse of wartime co-operation.

**34.** “Kohl’s support for the rapid reunification of Germany was motivated by political opportunism.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the rapid reunification of Germany was motivated by political opportunism and they may question the “Reunification Chancellor” Helmut Kohl’s reasons for overseeing the rapid reunification of Germany. To argue against the premise, Kohl stated that he hoped for reunification but did not expect it in “his lifetime” and that he was also concerned that reunification would be destabilizing, particularly with immigration from the east. In support of the statement, Kohl had been losing support in West Germany and feared his coalition would be defeated in the elections. As the Wall came down in 1989 the popular mood was clearly for reunification (“We are one people”) and his response to that mood restored his political fortunes. Candidates may argue that he was always committed to reunification but that the events of 1989 and 1990 meant that he had to manage a much more rapid process than he had anticipated.

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

- 35.** Evaluate the impact of COMECON and the Warsaw Pact on states dominated by the Soviet Union.

The question requires that candidates make an appraisal of the impact of both COMECON and the Warsaw Pact on Eastern Bloc states. Candidates may elect to evaluate the impact of COMECON and the Warsaw Pact separately, alternatively, they may examine the combined impact of COMECON and the Warsaw Pact on individual states. There may be an assessment of the levels of control from Moscow and to what extent this control had an impact on the policies of governments. The impact of COMECON may be examined in terms of the structure of the economies in member states and the extent to which they were linked to the Soviet economy or could trade with the West. The impact of the Warsaw Pact may be discussed in terms of how it was used to maintain the ‘buffer zone’ (Hungary, Czechoslovakia) and support the Brezhnev Doctrine. The presence of Soviet troops for “military planning” ensured Soviet domination of governments.

- 36.** Evaluate the developments in **one** central or eastern European country, excluding Russia, following the collapse of Soviet control.

The question requires that candidates make an appraisal of the post-Soviet developments in their chosen central or eastern European example country. Relevant examples could include former satellite states as well as former Soviet republics that gained independence after 1991. Areas to consider may include internal political developments, the economy and social change. Political changes could include constitutional changes, the extent to which politics was stable and the ways in which democracy was established. In terms of economics, there may be a focus based on economic activity (for example if the country became monetarist or if its standards of living changed), the extent of stability/instability, or even economic differentials in society. Social developments may include freedom of religion, a more westernized society or the re-emergence of national traditions. There may also be discussion of negative social effects, for example reduced welfare and educational provision.