Diploma Programme
Programme du diplôme
Programa del Diploma

Markscheme

May 2026

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.

Marks	Level descriptor
13–15	• Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized. • Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. • Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation. • Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. • The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.
10–12	• The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places. • Knowledge is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/evaluation. • Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives. • The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.
7–9	• The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach. • Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant. • The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
4–6	• The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence. • Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance. • There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.
1–3	• There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task. • Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague. • The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.
0	• Response does not reach a standard described by the descriptors above.

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

1. To what extent did William I use force to establish his authority in England between 1066 and 1087?

The question requires that students consider the use of force in the establishment of royal authority after the victory at Hastings. To argue that William used force extensively to establish his authority, there could be discussion of the extent of castle building to control localities, and the "harrying of the North" to deal with the extensive rebellion there. He also dealt ruthlessly with other attempts at rebellion such as in East Anglia. However, it could be argued that other methods were more important, especially in the longer term. Areas to discuss could be the establishment of the feudal system, which was dominated by Norman barons and was important in extending his authority. Feudalism established a social structure that directly related to the authority of the crown. His decision to maintain the existing structure of earldoms and counties was important in delivering efficient government which also contributed to his fully establishing his authority. He had the support of the Church because he left its position and property untouched, and the Church did not encourage unrest in the population. Towards the end of his reign, the Domesday Book gave a clear picture of the extent of royal authority, and of the rights and dues owed to the crown. Students' opinions and conclusions will be presented clearly and supported with appropriate evidence.

2. To what extent were the monarchies of England and France similar in nature?

The question requires that students consider how similar the different monarchies were in terms of structure but also of the strength of the monarchy. There may be an overview of the whole period, but there may also be discussion of a narrower time frame when considering the power of the monarch. In terms of structure there was a great deal of similarity, both were feudal monarchies reliant on the nobility to maintain stability and support them in times of war. Overtime, both became more centralized when administering the state. There was a centrally directed judicial structure to administer the law through their realms. Both monarchies relied to some extent on the support of the Church as it was so influential with regard to public opinion. Some might argue that the differences were often in a narrow time frame and were the consequence of specific circumstances for example Stephen was arguably a weak monarch because of his limited claim to the throne and his inability to control the barons (the Anarchy). In another example, some might argue that Louis VII was a weak ruler because he was too focused on crusading and was not able to really control the Angevins. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

3. "Economic motivations were the most significant reason for Christian opposition to Muslim states in Spain." To what extent do you agree with this statement?

The question requires students consider the merits or otherwise of the view that economic motivations were the most significant reason for Christian opposition to Muslim states in Spain. Christian kingdoms sought to reclaim lands that were agriculturally rich and strategically important. Muslim states were often economically advanced, engaging in trade in the Mediterranean and beyond. Christian opposition can be seen as an attempt to control these lucrative trade networks. Control over Muslim territories also allowed Christian rulers to impose taxes, thereby increasing their economic power. Many rulers pursued military campaigns against Muslim states to enhance their prestige, sometimes using economic motives as a justification for war. Students may argue that the desire to spread Christianity and reclaim land was a powerful motivator that transcended economic gain. Furthermore, the Papacy granted indulgences to those who participated in the Reconquista and this alignment of economical and religious motivations helped sustain the Christian effort. Others may conclude that Christian opposition was driven by a variety of political, religious, economic, and social factors. The fragmentation of Muslim states, political ambitions of Christian rulers, papal support, and internal alliances/rivalries, all played significant roles in Christian opposition to Muslim states. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. "A loss of economic activity was the most significant outcome of the conflict between Christian- and Muslim-ruled states in Spain." Discuss.

The question requires that students offer a considered and balanced review of the statement that the loss of economic activity was the most significant outcome of the conflict between Christian and Muslim states in Spain. Some may argue that while it was an important consequence, it was not necessarily the most significant outcome. Continuous warfare led to the destruction of agricultural lands causing depopulation in affected areas, leading to a reduction in trade and economic decline. Trade routes were also disrupted. However, the Reconquista resulted in the redistribution of land and wealth from Muslim to Christian hands which contributed to the rise of a new Christian aristocracy and the expansion of Christian agricultural and commercial activities. It also brought about political changes that arguably had a longer-lasting impact, for instance the eventual unification of Spain in 1492 and the defeat of the last Muslim stronghold in Granada, leading to the consolidation of Christian kingdoms. The consequent expulsion of Muslims and Jews led to significant demographic changes and cultural loss. Some may conclude that it was the interplay of economic factors, political unification of Spain, social transformations, and cultural impacts that was most significant. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

5. To what extent were territorial disputes a cause of conflict in the Hundred Years War between 1337 and 1360?

The question requires that students consider whether territorial disputes were the main cause of conflict in the Hundred Years War between 1337 and 1360. Some might argue that tensions over Aquitaine and Gascony were a major contributory cause. There were frequent disputes over the exact position of the border between Anglo-Gascon barons and the French. The barons felt their first allegiance was to the kings of England. In 1337 Philip VI confiscated Aquitaine despite Edward III having paid allegiance to Philip. Edward III was determined to reclaim it and in 1340 Edward formally laid claim to the French throne in order to avoid excommunication for declaring war on his feudal overlord. At various stages it became clear that Edward would renounce his claim if his territories were not under French suzerainty. Students may discuss the various attempts at negotiations including the Treaty of Brétigny 1360 where Edward renounced his claim. Arguably the need to clarify English possession of Aquitaine and other territories was the main cause of conflict and his claim to the French throne was merely a justification. Similarly, the French were unwilling to see English territories as fully independent because of the potential threat to their power. Students' opinions and conclusions will be clearly stated and supported by appropriate evidence.

6. "Dynastic rivalry was the main cause of the Wars of the Roses between 1455 and 1487." Discuss.

The question requires that students offer a considered and balanced review of the causes of conflict between 1455 and 1487. Some might argue that dynastic rivalry was the main underlying cause. Both the houses of York and Lancaster claimed the throne via their descent from Edward III. Arguably York had the more legitimate claim through Lionel of Clarence. Some might point out that dynastic rivalry was a mask for political rivalry. It could be argued that conflict arose when there was a dubious claim to the throne as in the case of Richard III. However, others might argue that a significant short-term cause of conflict was when there was a crisis of royal authority. There may be discussion of the weak rule of Henry VI which provided an opportunity for Richard of York to claim the throne. Arguably Edward IV was relatively weak during his first reign because of the problem of overmighty subjects such as Warwick. On his death in 1483 he was succeeded by Edward V who as a minor was vulnerable, his deposition and disappearance along with his brother Richard allowed Gloucester to claim the throne. The weakness of Richard's position provided Henry Tudor with an excuse to invade and assert his tenuous Lancastrian claim. It could be argued that dynastic rivalry was an overarching cause, but that immediate causes were much more to do with political crises. Students' opinions and conclusions will be stated clearly and supported with appropriate evidence.

Section 4: The Renaissance (c1400–1600)

7. Compare and contrast the forms of government in Milan and Florence.

The question requires that students give an account of the similarities and differences between the forms of government in Milan and Florence, referring to both throughout. There does not need to be an equal number of each. The main similarities that students may identify are that both Milan and Florence's form of governments shifted from local to more dynastic control as a ducal state, they both had a period of oligarchic republicanism (Ambrosian Republic and the Signoria), they both had a period of foreign rule/influence, and they both had a cultural focus as patrons of the arts. Ultimately, these two city-states were governed by powerful wealthy families, such as the Viscontis and Sforzas in Milan and the Medicis in Florence that finally evolved into an autocratic hereditary duchy. By contrast, Milan was more autocratic throughout this time period, while Florence was more well-known for its republic. Another main distinction was the role of foreign influence as in Milan, the French and Spanish played a direct role in governing the city-state, whereas Florence had much greater autonomy from Spanish rule. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. "The Renaissance had a significant impact on society." Discuss with reference to **one** European country (excluding Italy, Burgundy and Germany).

The question requires that students offer a considered and balanced review of the view that the Renaissance had a significant impact on society in one European country (excluding Italy, Burgundy, and Germany). Students may argue that the impact of the Renaissance varied according to the country or level of society. Students might refer to England or Spain for discussion. In England, the Renaissance had a significant impact during the Tudor era, particularly in literature (Shakespeare, Marlowe, Spenser) and humanism (Thomas More). The Reformation highlighted the Renaissance's influence on society, though the Church of England maintained some continuity with Catholicism, indicating less impact. Despite some social mobility, the social hierarchy of England remained largely agrarian and feudal. In Spain, the Renaissance influenced politics through Isabella and Ferdinand's unification and patronage of exploration. Art was impacted, with figures like Cervantes and El Greco, but humanism, secularism, and scientific advances were less prominent compared to other European countries. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

9. Evaluate the contribution of patronage as an enabler of exploration.

The question requires that students provide an appraisal of the contribution of patronage in enabling exploration. Monarchs, like Spain's Ferdinand and Isabella and Portugal's Prince Henry the Navigator, were key in financing exploratory voyages. Wealthy nobles and merchants, such as the Medici family in Italy, also played significant roles. They invested in expeditions with the expectation of substantial returns from new trade routes and resources. Patronage often came with political backing. Explorers received charters and commissions granting them rights to claim new lands on behalf of their sovereigns, thus facilitating the establishment of colonies and trade networks. Students may cite the success of Vasco da Gama's voyage to India and Columbus's journey to the Americas as direct results of effective patronage. Patrons also invested in the construction of specialized ships, such as the caravel developed by the Portuguese, and in the development of navigational instruments. Consideration may also be given to other factors such as the role of economic and missionary motives. They may conclude that patronage enabled European powers to expand their influence globally, establishing trade routes, colonies, and spreading their cultures and religions. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. "The Treaty of Tordesillas (1494) was of limited significance." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the view that the Treaty of Tordesillas was of limited significance. They may argue that it provided a framework for the division of newly discovered lands between Spain and Portugal, reducing immediate conflicts. Spain's claims in the Americas and Portugal's holdings in Africa, Asia, and Brazil were largely based on the agreement. By defining spheres of influence, the treaty helped reduce potential conflicts between Spain and Portugal over claims to newly discovered lands, but it was not enough to stop all conflicts and new treaties, like the Treaty of Saragossa (1529), were needed. Some might contend that its significance was limited by the lack of recognition from other European powers, such as England, France, and the Netherlands, who later contested Spanish and Portuguese claims. A significant impact of the treaty was the precedent it set in dealing with local indigenous peoples of colonized lands. Students may therefore conclude that its significance was limited by the lack of recognition from other European powers and its disregard for indigenous populations. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

11. To what extent did the Knights' Revolt contribute to the spread of Protestantism in Germany?

The question requires that students consider the merits or otherwise of the suggestion that the Knights' Revolt contributed to the spread of Protestantism in Germany. Students may offer equal coverage of the Knights' Revolt and other factors, or they may prioritize their assessment of the Knight's Revolt. Students may refer to the Knights' Revolt as significant for the spread of Protestantism because it challenged existing power structures (knights vs the papacy and Holy Roman Empire), showed early support for Martin Luther and Protestantism, and allowed for humanist leaders such as Ulrich Von Hutten to share their ideas in the aftermath. Other relevant factors may be addressed, for example, how the Knight's Revolt was less significant due to it being short-lived and a failure (defeated by the Swabian League). Moreover, Martin Luther, the printing press, the Peasants Revolt, and the actions of the princes may be seen as much more significant to the spread of Protestantism in Germany. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. Evaluate the importance of the papacy in the Counter Reformation.

The question requires that students make an appraisal of the role of the papacy in the Counter Reformation. For example, students may claim that the papacy was the main driving force of the Counter Reformation. The papacy played an integral and active role in clarifying Church doctrine, reforming Church practices, and combatting Protestantism. Details that could be considered could include the outcomes of the Council of Trent (established by Pope Paul III) during which Catholic doctrine was clarified and the authority of the Church reaffirmed Doctrinal issues such as transubstantiation, the seven sacraments, and the worship of saints and relics were also addressed. Regarding reforming practices, there may be discussion of improved education for priests (such as the Catechism of the Council of Trent and seminaries), reforming the Papal court, and supporting the Jesuits as well as other spiritual renewal movements. Lastly, the papacy played a significant role in combating Protestantism by publishing the Index of Forbidden books (including the works of many scientists and humanists, like Erasmus), establishing the Roman Inquisition (Luther was denounced as a heretic), and sending Catholic missions abroad. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 7: Absolutism and Enlightenment (1650–1800)

13. Compare and contrast the policies of **two** enlightened despots.

The question requires that students give an account of the similarities and differences between two enlightened despots in terms of their policies, referring to both throughout. There does not need to be an equal number of policies. Students may refer to any two enlightened despots; a clear comparison and contrast can be drawn between Frederick the Great of Prussia and Joseph II of Austria for instance. Frederick II and Joseph II had similarities and differences regarding their policies on religion, legal reforms, and foreign policy. For example, both Prussia and Austria became safe havens for religious minorities during their rule, with Joseph II going further with his Edict of Toleration (1781). Conversely, Frederick was more religiously neutral in his stance, while Joseph was more aggressive in limiting the power of the Catholic Church. Similarly, while both rulers initiated enlightened legal reform, Frederick II's was more moderate as compared to Joseph II's who is viewed as more radical. Frederick's reforms were largely about bureaucracy and anti-corruption laws whereas Joseph went further in social reforms to abolish serfdom such as the Patent of Tolerance (1781) and the Serfdom Patent (1785). Lastly, while both Frederick II and Joseph II had militaristic foreign policy stances, Frederick was much more successful in this realm, particularly due to his efforts in the Seven Years War (1756-63). Any other enlightened despots can be discussed; they need not be contemporaneous nor need they be from a different country. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. Evaluate the importance of the monarchy in the development of the Baroque movement.

The question requires that students make an appraisal of the contribution of the monarchy in the development of the Baroque movement. Responses may largely focus on the role of the monarchy, but other relevant factors may be addressed, for example the Counter-Reformation and growing innovation (Scientific Revolution and advancements in artistic techniques). The monarchy played a significant role in the development of the Baroque movement as it was used as a political tool to grow influence and power. Clear examples of this were in France (Louis XIV), Spain (Philip IV), Russia (Catherine the Great) and Austria (Leopold I). Absolute monarchies in France and Spain used art to support their Divine Right as Kings and to side with the Catholic Church in support of the Counter Reformation through the commissioning of cathedrals in the Baroque style. Monarchs also used the Baroque movement as a political tool to elevate their status by building palaces such as the Palace of Versailles, Schönbrunn Palace, and St. Petersburg. Lastly, it was used to exert their foreign power, as seen in the Habsburg's commissioning Caravaggio and Bernini in Rome and Naples. Some may point out that the Baroque movement still developed in the Dutch Republic where an absolute monarchy did not exist. It also played a less significant role over time in countries, like Spain, where monarchs did not invest in the movement as much because it drained the state's finances. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

15. Evaluate the monarchy's contribution to the crisis of the *Ancien Régime* up to 1789.

The question requires that students make an appraisal of the role French monarchy in the crisis of the *Ancién Regime* up until 1789. Students may discuss political, economic, and social contributions by the monarchy. Some may argue that the monarchy contributed to the crisis through the centralization of royal authority, which created tensions with the nobility. Louis XVI continued absolutist traditions, ignoring Enlightenment demands for natural rights, constitutional government, and popular sovereignty. For example, the Estates General's lack of reform and unfair representation played a major role in the crisis. Economically, poor financial mismanagement, extravagant spending on war such as the American Revolution, and an outdated tax system fueled public resentment, particularly from the Third Estate. Despite efforts by ministers like Turgot and Necker, the situation worsened with lavish spending on Versailles. Scandals, such as the Affair of the Queen's Necklace, contributed to the unpopularity of the monarchy. Socially, the monarchy failed to address the needs of the people, maintaining the old estate system that favored the clergy and nobility over the Third Estate, which made up 97% of the population. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. To what extent did French society change between 1792 and 1799?

The question asks students to evaluate the extent to which French society changed between 1792 and 1799. Students should consider both continuity and change, with a focus on socio-economic and cultural factors. They may also discuss some political changes, examining their impact on society. Socio-economic factors include the impact of wars (conscription), mass riots and massacres, and counter-revolutionary resistance. The Reign of Terror saw massacres like the September Massacres and thousands of executions. Despite revolutionary ideals, socio-economic hardships such as food shortages and inflation continued. The Law of the Maximum had limited success in controlling prices. Aristocratic émigrés fled after losing their privileges, yet many social structures persisted, and under the Directory, the radicalism of the revolution faded, making society more moderate. Women in the Third Estate saw fewer gains than men, as they were excluded from politics. Culturally, there was a push for dechristianization, but resistance, as seen in the Vendée, limited its impact. The redistribution of Catholic and émigré lands primarily benefited the rural bourgeoisie, with little effect on the peasantry. Ultimately, the changes of the Revolution were felt more by the bourgeoisie than by the peasants and working class. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 9: France (1815–1914)

17. Evaluate the main causes of the 1830 revolution in France.

The question requires that students make an appraisal of a range of factors which led to revolution. These could include the increasingly authoritarian nature of Charles X's rule and therefore increasing unrest in the country. Arguably policies such as compensation for emigres and a clerical revival led to increased opposition in the press led by Thiers. In 1829 Polignac was appointed Chief Minister despite the increased number of moderate opponents in the Chamber. The St Cloud Ordinances were a clear attempt to reduce the power of the middle classes. Economic issues increased opposition and demonstrations in Paris which were dealt with ineffectively. On 30 July opposition deputies nominated Louis Philippe as lieutenant general of the Kingdom with the support of Lafayette and the National Guard. Louis Philippe accepted the tricolor flag and was proclaimed king in August. Many will argue that it was the reactionary and incompetent reign of Charles X which led to revolution and that the subsequent events were then managed by the middle-class opposition who found in Louis Philippe an acceptable and moderate replacement for Charles X. Students' opinions and conclusions will be stated clearly and supported with appropriate evidence.

18. "Louis-Napoleon was able to establish the Second Empire because France wanted stability." Discuss.

The question requires that students offer a considered and balanced review of the importance of the factors that led to Louis-Napoleon becoming Emperor in 1851. Students may argue that the radical nature of the Second Republic had limited support nationally; Republicanism was very strong in Paris but not regionally. In the elections for the constituent assembly of 876 delegates only 100 were republicans or socialists and the reversing of radical policies and the suppression of Radicals by Cavaignac during the June days indicated the direction of politics away from socialism. The 1848 constitution provided for the direct election of a president. This was won overwhelmingly by Louis-Napoleon who was almost a substitute monarch. He had the support of the right-wing bourgeoisie and much of the peasantry who feared increased taxation from a radical government. When he was unable to secure an extension to his term as president, he staged a coup arresting all opposition leaders. His position was confirmed in a plebiscite, and he appeared to be the strong leader that France needed, promising a return to glory, but also stability. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

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

19. "Disunity was the main reason Chartism had failed by 1848." To what extent do you agree with this statement?

The question requires that students consider the merits of the argument that the main reason why the Chartist movement failed was because it lacked unity. To agree with the statement there could be discussion of the aims of the movement, different branches all agreed on the Six Points of the Charter but often put forward additional aims such as an eight-hour day or in the case of Birmingham Chartists, the abolition of the Corn Laws. There was serious disagreement about how to achieve their aims, loosely divided into "Moral force" and "Physical force" Chartists. Lovett and Place felt their aims could only be achieved gradually, whereas O'Brien and Fergus O'Connor were much more radical. However, by 1848 even they were less inclined to advocate physical force. To disagree with the statement, it could be argued that Chartism failed because of the firm response of various governments to outbreaks of violence such as the response to the Newport Rising, and the Plug Riots when Peel's government rushed troops to the north to restore order. In 1848 there were 150.000 troops stationed in London to prevent a march on Parliament. It could also be argued that support for Chartism was closely related to the economic situation; in the 1840's the economy was improving, wages were rising, and food prices were falling, leading to a decline in support for Chartism. Workers often found the aims of the Chartists too complex and were more inclined to join trade unions. Students' opinions and conclusions will be stated clearly and supported by appropriate evidence.

20. Evaluate the reasons why Gladstone was unable to resolve the Irish Question by 1894**.**

The question requires that students make an appraisal of the main reasons why Gladstone was unable to bring stability to Ireland by 1894. It could be argued that one of the main reasons for Gladstone's failure was that the context and demands of the Irish kept changing. During his first ministry the Irish wanted to reform land tenure and to disestablish the Protestant Church in Ireland. The Irish Church Act 1870 removed the status of the Church, but the First Irish Land Act 1870 was ineffectual and subsequent problems such as 'rack renting' made the situation worse. During Gladstone's Second ministry Parnell was the leader of the Home Rule movement, and he wanted Home Rule as soon as possible Some might also argue that Gladstone's policies were inconsistent, combining reform with coercion, for example the Second Land Act was followed by the arrest of Parnell. The Kilmainham Treaty attempted to resolve the issue of Home Rule, but was destroyed by the Phoenix Park Murders and followed by yet another Coercion bill. By 1886 Gladstone had accepted the premise of Home Rule but his attempts to pass a Home Rule Bill were thwarted by key groups in the Commons, including Chamberlain and Hartington, and later the Second Home Rule Bill, was stopped in the Lords by the Bishops and the Anglo-Irish landowners. Arguably Gladstone was initially too cautious with reforms that might have resolved grievances and later faced massive opposition in the Lords. Some might point out that it was not until the power of the Lords had been reduced that it was possible to pass an Irish Home Rule Bill. Students' opinions and conclusions will be clearly stated and supported by appropriate evidence.

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

21. Examine the significance of Mazzini and Gioberti to the growth of Italian nationalism by 1848–1849.

The question requires that students consider the contribution of Mazzini and Gioberti to the growth of Italian nationalism. Mazzini was significant because he articulated the idea of a united and republican Italy as early as 1831 when he founded 'Young Italy'. He gained some support amongst the young middle classes but was never able to lead a coherent, effective movement. His support for the Roman Republic in 1849 highlighted the notion of a united republican Italy. Arguably his significance was that he advocated for a united Italy, an idea that was later to gain some support throughout the Italian peninsula. Arguably Gioberti was less influential in the growth of Italian nationalism. He founded the Neo Guelph Movement which argued for an Italian federation headed by the Pope. This idea gained some interest after the election of Pius IX who initially appeared to have liberal tendencies. However, the Papacy turned against Gioberti when he supported the establishment of the Venetian and Roman Republics. Some could argue that both had some influence on Italian nationalism as Mazzini was the romantic advocate of a united Italy whereas Gioberti attempted to find a practical means of achieving it. Students' opinions and conclusions will be presented clearly and supported with appropriate evidence.

22. Evaluate the importance of Bismarck's diplomacy to the unification of Germany by 1871.

The question requires that students make an appraisal of the significance of Bismarck's diplomacy to the unification of Germany. There may be discussion of Bismarck's diplomatic methods where he isolated potential enemies in order to strengthen Prussia's position. For example, he supported Russia during the Polish revolt to ensure that Austria was isolated. He used the Schleswig-Holstein question to provoke war with Austria in 1866, and in the Treaty of Prague, Austrian influence was finally removed from Germany and the North German Confederation dominated by Prussia was established. After 1866, Bismarck isolated France by releasing details of Napoleon III's ambitions in Luxembourg and Belgium. He manipulated the Ems Telegram to ensure the support of the South German States and after the Franco Prussian war persuaded the German princes to offer the Imperial crown to William IV. So arguably diplomacy was of major importance, however it could also be argued that Austrian weakness and the growth of German nationalism as well as economic unity within the Zollverein and the economic strength of Prussia together with a strong military were also key factors in the unification and that Bismarck's' diplomacy was the method by which these factors could be utilized. Students' opinions and conclusions will be stated clearly and supported with appropriate evidence.

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

23. To what extent did the reforms of Alexander II change Russian society?

The question requires that students consider the extent to which Russian society changed in the reign of Alexander. The focus of the question is an analysis of the impact of the major reforms of Alexander II – emancipation, legal, local government, military and educational. Some may argue that the reforms represented an enormous change in Russian society representing a move towards democracy and a more liberal state. Students may argue that the most fundamental change was to the principles that governed Russian society with the idea of freedom of the individual being introduced with the abolition of serfdom and the notion of equal justice with legal reforms. However, others may consider that the reforms were limited. They may argue that Russian society remained hierarchical with the monarchy, Church and nobility at the top and the peasantry, despite notional freedom, still largely controlled by the Mir and the obligation to pay redemption dues. Similarly at a regional level, the Zemstva and Duma were dominated by the nobility and there was no national elected assembly. Judicially there were still special courts. Thus, they may conclude that Russia remained a hierarchical, autocratic state. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. To what extent was Lenin the most significant figure in the Bolsheviks' rise and consolidation of power up to 1924?

The question requires that students consider the merits or otherwise of the statement that Lenin was the most significant figure in the rise and consolidation of Bolshevik rule. His policies as outlined in the April Theses attracted more support for the Bolsheviks, and by late summer they had a majority on both the Petrograd and Moscow Soviets. His role in the October Revolution of 1917 was crucial as he seized power at a time when many Bolsheviks were hesitant. The Treaty of Brest-Litovsk, although controversial, was strategic in consolidating power by ending Russia's involvement in World War I, allowing the Bolsheviks to focus on internal challenges. Lenin's policies, such as War Communism and later the New Economic Policy (NEP), were crucial in stabilizing the regime and his ability to adapt policies to changing circumstances demonstrated his significance in the consolidation phase. Some may argue that it is important to recognize contributions from other figures and factors. Trotsky played a crucial role as a military leader, particularly in the Red Army's successes during the Civil War. Additionally, social and economic conditions - such as wartime grievances, social unrest, and economic hardship—also played significant roles in facilitating Bolshevik success. Students may conclude that while Lenin was not the only factor in the rise of the Bolsheviks, he was undoubtedly the most significant figure, providing the necessary strategic and political leadership. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

25. “Domestic conditions had a significant impact on Kaiser Wilhelm II’s foreign policy.” Discuss.

The question asks students to examine the statement that domestic conditions had a significant impact on Kaiser Wilhelm II’s foreign policy. Wilhelm's Weltpolitik aimed to position Germany as a dominant world power, but internal factors played a key role in developing policies, alongside external political conditions. Rising German nationalism, calls for imperial expansion, and the influence of right-wing groups like the Pan-German League pushed Wilhelm towards a more assertive foreign policy. Moreover, Wilhelm’s reliance on conservative advisors and dismissal of Bismarck led to the collapse of the Reinsurance Treaty with Russia (1890), isolating Germany and influencing its alliances. Furthermore, Wilhelm’s imperialist ventures can be seen as “social imperialism,” designed to distract from domestic issues such as the rise of the Social Democratic Party, and to unify the nation. This is reflected in his aggressive actions during the Moroccan Crises and the pursuit of a “place in the sun.” Economic factors also drove foreign policy, as rapid industrialization led industrialists to push for policies that would expand German markets and colonial territories. Wilhelm’s focus on naval expansion through the Tirpitz Plan fueled tensions with Britain, contributing to the naval arms race. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

26. Evaluate the short-term causes (1911–1914) of the First World War.

The question requires that students make an appraisal of the short-term causes (1911-14) of the First World War, weighing up the importance or otherwise of the various political/diplomatic, militaristic, economic, and/or social causes. Students may argue that the short-term causes of the First World War (1911-1914) centered around growing tensions between major European powers, military alliances, and key crises. The Second Moroccan Crisis (1911) heightened tensions between Germany and the Triple Entente as Germany challenged French influence in North Africa, further isolating Germany diplomatically. The Balkan Wars (1912-1913) also destabilized Europe, as tensions between Austria-Hungary and Serbia intensified, with Serbia’s victories fostering Slavic nationalism and Russia’s backing of Serbian ambitions. Austria-Hungary saw Serbia as a threat to its empire’s stability, leading to increased friction. The July Crisis of 1914, triggered by the assassination of Archduke Franz Ferdinand by a Bosnian Serb nationalist, became the final spark. Austria-Hungary’s harsh ultimatum to Serbia, backed by Germany’s blank check, escalated tensions. Russia mobilized in defense of Serbia, prompting Germany to declare war on Russia. The interlocking alliances—Triple Alliance and Triple Entente—further drew France and Britain into the conflict. These short-term causes, fueled by nationalism, militarism, and alliances, culminated in the outbreak of war in August 1914. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

27. "Constitutional issues were the most significant challenge to the stability of Weimar governments up to 1924." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that constitutional issues were the most significant challenge to the Weimar government. Students may argue that constitutional issues posed a problem to Weimar governments up to 1924, but that other factors also played a crucial role in governmental instability. The Weimar Constitution, established in 1919, contained inherent weaknesses, such as Article 48 and the proportional representation system, that led to fragmented parties. This made it difficult for any single party to form a stable administration, which could address the problems of post war Germany. However, constitutional issues alone were not the primary challenge. Political extremism from both the left and right and the various uprisings, such as the Spartacus Revolt, the Kapp Putsch and the Munich Beer Hall Putsch (1923), also posed threats to the government. However, it could be argued that right wing threats were contained by the Groener-Ebert pact and left-wing threats were dealt with by the Freikorps. In addition, the economic crisis following World War I, particularly the hyperinflation of 1923, was a critical factor, causing widespread suffering and eroding faith in the Weimar Republic. Thus, while constitutional flaws were important, socio-political extremism, which could be seen as a partial consequence of constitutional issues, and economic instability contributed to the challenges faced by the Weimar government. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

28. To what extent was the fascist state in Italy between 1926 and 1939 totalitarian?

The question requires that students offer a considered and balanced review of the extent of totalitarian control in Mussolini's Italy between 1926–1939. Students may argue that the fascist state in Mussolini's Italy (1926–1939) was characterized by totalitarian control, where the Italian Fascist Party sought to centralize power and suppress opposition. Mussolini's government, established after the March on Rome in 1922, became increasingly authoritarian after 1923 with the Acerbo Law, which gave the Fascists a majority in parliament. Political opposition was systematically eliminated (sent to "Confino"), and civil liberties were reduced, with censorship of the press, banning of rival parties, and the establishment of a one-party state in 1926. The Rocco Law (1926) established control of the trade unions and by 1928 the electorate had been reduced to 3 million. The Corporate economic system aimed to regulate labour and industry through state-run organizations, though in practice, the system largely favoured big business with Confindustria remaining powerful. There were attempts to indoctrinate the young via education and organizations such as the Balilla. Some might argue that propaganda in education and the Balilla had limited impact with independent institutions such as the monarchy and the Church still holding significant power. Arguably this made Mussolini's state authoritarian but not totalitarian. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

29. To what extent did Mussolini succeed in fulfilling the aims of his foreign policy up to 1940?

The question requires that students consider the extent to which Mussolini was successful in his foreign policy. They may list his main aims as revival of Italian prestige, and the expansion of Italian influence and territory. They may argue that up to 1940 his success in fulfilling these aims was mixed, with the 1920s and early 1930s being largely successful. The second and more aggressive period ultimately led to involvement in the Second World War, due partially to the Rome-Berlin Axis Agreement (1936) and the Pact of Steel (1939). Successful policies were settling the issue of Fiume, treaties with Austria and Hungary, signing the Locarno Accords 1925 and forming the Stresa Front in 1935. However, the Corfu Incident 1923 raised tensions with other powers. There could be an evaluation of the Abyssinian Crisis in which his successful invasion and establishment of Italian East Africa generated national pride but led to poor relations with Britain and France. Similarly, involvement in the Spanish Civil War did not lead to the enhanced prestige that Mussolini desired. The Pact of Steel in 1939 marked a formal military and political alliance with Germany but Italy was seen as a subordinate partner. Some may argue that his objectives varied from enhancing Italy's international prestige in the early years to pursuing aggressive territorial expansion in the later years although the underlying goal of increasing Italy's status remained constant. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

30. "The Allies won the Second World War because of their economic strength." To what extent do you agree with this statement?

The question requires students consider the merits or otherwise of the statement that the Allies won the Second World War because of their economic strength. Economic factors may include the extent to which combatants had the resources to fight a long war. The Allies had the industrial resources and manpower of the US, the British Commonwealth and the Soviet Union whereas Germany relied on gaining new resources by conquest and the hope that it would be a short-lived war. Students may discuss the strategic mistakes of the Axis powers, such as overstretching their resources in the Mediterranean and North Africa. Some may consider other strategies that were significant, including the Soviet "scorched earth" policy and the opening of the second front. Students may conclude that Allied victory in the Second World War can be attributed to various factors, including military strategy, technological innovation, political leadership, and the strength of their alliances. However, economic strength played a critical role in supporting and enhancing these other factors. The ability to produce vast quantities of war materials, maintain extensive supply chains, and mobilize economic resources effectively provided a foundation for the military success of the Allies. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

31. To what extent did Stalin have complete control over the Soviet Union between 1929 and 1941?

The question requires that that students consider the extent to which Stalin completely controlled the Soviet Union between 1929–1941. It could be pointed out that Stalin's direct control of the Party as general secretary meant that the Soviet Union was a dictatorship. There could be discussion of the Purges after Kirov's death in 1934, including the show trials of the Yezhovshchina which eliminated potential opponents within the party such as Zinoviev, Kamenev and Bukharin and military leader such as Tukhachevsky. It could be argued that Stalin's power was maintained by the NKVD as it was responsible for carrying out the Purges, implementing the police state and controlling the gulags. There may be some discussion of propaganda, control of education and culture as well as youth groups such as Komsomol. However, it could also be argued that the Ryutin Platform in 1932 and the decision at the 17th Party Congress to abolish the post of General Secretary indicated that it was possible to challenge Stalin. Furthermore, peasant resistance and local noncompliance may suggest that Stalin did not have full control over all areas of the Soviet Union. Arguably, however, Stalin was a totalitarian dictator by the mid-1930s with almost all aspects of life dominated by the state. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

32. "The impact of political and economic developments in post-Soviet Russia were mostly negative." Discuss with reference to the years 1991–2000.

The question requires that students discuss whether the impact of political and economic developments in post-Soviet Russia were mostly negative. There may be some discussion about the lack of clarity of the division of powers between the parliament and President, and the lack of organized political parties initially. Arguably the tensions between the Duma and president resulted in the attack on the White House in October 1993 and the new constitution of December 1993 which allowed the President to rule by decree; this confirmed where real power laid. There was also the problem of a lack of a credible alternative to Yeltsin, the revived Communist Party was not popular enough to win an election outright. Yeltsin remained in office until December 1999 with Putin designated as his successor. Some may point out the high levels of corruption within government and the influence of the oligarchs. Some might argue Russia had become to some extent democratic and a range of political parties had emerged, but that it was not the full democracy that had been hoped for. Economically the period had a hugely negative impact on the population. The "shock therapy" transition to market economy led to massive inflation, increased unemployment and homelessness. The attempt to sell off state industries to workers led to the emergence of a financier class "the oligarchs" who made enormous profits which were not initially invested in Russia. The impact for most of the population was a decline in living standards and increased insecurity regarding employment. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

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

33. Evaluate the significance of political factors that led to the division of Germany after the Second World War.

The question requires that students offer a considered and balanced review of the political factors that led to the division of Germany by 1949. They may argue that it was driven by a combination of political agreements made during and immediately after the war, ideological clashes between communism and capitalism, and key events such as the Berlin Blockade/Airlift. At the Yalta Conference the Allies agreed on dividing Germany into occupation zones to ensure its demilitarization and denazification. At Potsdam, disagreements emerged which foreshadowed the ideological rift between Soviet communism and Western capitalism. The Soviet Union sought to expand its influence and create a pro-communist buffer zone, while the Allies aimed to promote free-market economies. Churchill's "Iron Curtain" speech highlighted this divide. The Soviet Union perceived the U.S. initiated Marshall Plan as an attempt to further undermine Soviet influence in Eastern Europe. The Soviet blockade of West Berlin in 1948/49 aimed to force the Allies out of the city, but the Berlin Airlift highlighted the determination of the Allies to maintain their presence, solidifying the East-West division. Some may point out that economic factors were also significant. The dispute over reparations, the setting up of Bizonia (later Trizonia) and the issuing of the Deutschmark 1948 also contributed to the division. Students may conclude that it was as a result of these factors that the Federal Republic of Germany (FRG) was established in the Western zones (May 1949) and the German Democratic Republic (GDR) was proclaimed in the Soviet zone (October 1949). Students' opinions or conclusions will be presented clearly and supported with appropriate evidence.

34. "The Marshall Plan was the most significant factor in the reconstruction of France and West Germany between 1945 and 1963." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the Marshall Plan was the most significant factor on the reconstruction of France and West Germany by 1963. They may argue that it stabilized their economies and was essential for restarting industrial production. In the initial stage of reconstruction, it financed the rebuilding of industrial plants, but in West Germany it was arguably the policies of Adenauer and Erhard that encouraged further investment and growth. Profits were reinvested and the Works Constitution Act (1952) ensured good labor relations. France received 18% of the total amount of Marshall Aid and this contributed to initial reconstruction of industry, however, there was little impact on agriculture. The Monnet Plan, which was complementary to the Marshall Plan, aimed at modernizing the French economy through state-led investment in key industries such as steel, coal, and transportation. Students may argue that closer European integration with the establishment of the European Coal and Steel Community was more important than Marshall Aid for full economic growth. They may conclude that while the Marshall Plan was instrumental, it was not the sole factor as the reconstruction of France and West Germany also relied heavily on effective domestic policies. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

35. To what extent was there support for, and cooperation with, Soviet domination in Poland between 1945 and 1968?

The question requires that students consider the merits or otherwise of the statement that there was support for, and cooperation with, Soviet dominance in Poland. They may argue that high-ranking officials within the Polish United Workers' Party (established in 1948) and the Polish government were loyal to the Soviet Union, ensuring Poland's alignment with Soviet policies. The Ministry of Public Security played a crucial role in maintaining Soviet control by repressing opposition through surveillance, imprisonment, and execution of dissidents. Despite the apparent political cooperation, widespread popular support for Soviet control in Poland was limited. In the immediate post-war years, there was major armed resistance, notably by the anti-communist guerrilla groups; however, they were suppressed by the late 1940s. Throughout the period, there were significant episodes of worker unrest and protests against the economic hardships and political repression of Soviet control such as the 1956 Poznań protests. The Catholic Church was a steadfast opponent of communist rule and students also played a crucial role in opposing Soviet control, culminating in the protests of 1968. Students may conclude that while the political leadership and security system cooperated with Soviet control, broader social support was minimal and often forced. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

36. To what extent was there opposition to Soviet domination from 1968 to 1989 in Bulgaria?

The question requires that students consider the extent of opposition to Soviet control in Bulgaria. They may argue that Bulgaria was one of the most loyal Soviet allies in Eastern Europe, and its government consistently supported Soviet policies throughout this period. Under the leadership of Todor Zhivkov, who served as General Secretary of the Bulgarian Communist Party (BCP) from 1954 to 1989, Bulgaria maintained a staunchly pro-Soviet stance. The Committee for State Security (DS), Bulgaria's secret police, played a critical role in monitoring and neutralizing opposition. However, there were limited underlying currents of opposition with economic stagnation in the 1970s and 1980s contributing to public dissatisfaction. The regime's assimilation policies towards the Turkish minority also sparked some opposition. By the late 1980s, the combined pressures of the economic issues, ethnic tensions, and growing dissent among intellectuals and reformists created an unstable political environment. Mass protests and internal party pressures led to Zhivkov's resignation on November 10th, 1989, which marked the end of support for Soviet control in Bulgaria. Students may conclude that while the Bulgarian government under Zhivkov was highly cooperative with Soviet control, economic hardships, social dissent, and ethnic tensions indicated undercurrents of opposition. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.