



**Cambridge International Examinations**  
Cambridge Pre-U Certificate

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**HISTORY (PRINCIPAL)**

**9769/23**

Paper 2C European History Outlines c.1700–c.2000

**May/June 2017**

MARK SCHEME

Maximum Mark: 90

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**Published**

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This document consists of **32** printed pages.

**Introduction**

- (a) The banding definitions which follow reflect, and should be interpreted within the context of, the following general statement:

Examiners will give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They will be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit will be given for evidence of a good historical intelligence and for good use of material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners will use these banding definitions in combination with the paper-specific mark schemes.
- (c) It goes without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners will also bear in mind that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account, to provide sufficient implicit analysis to justify a Band 4 mark.
- (e) The Band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular Band. In such cases a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners will first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

**Band 5: 25–30 marks**

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this Band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations.

**Band 4: 19–24 marks**

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary.

**Band 3: 13–18 marks**

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected.

**Band 2: 7–12 marks**

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated.

**Band 1: 1–6 marks**

The answers will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; the answer is likely to include unsupported generalisations, and there will be some vagueness and irrelevance. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated and investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources are not to be expected. The answer may be fragmentary, slight and even unfinished.

**Band 0: 0 marks**

No evidence submitted or response does not address the question.

## Section 1: c.1715–c.1774

| Question | Answer  | Marks |
|----------|---|-------|
| 1        | <p><b>Why was it so difficult to reform French government in the period 1715–1743?</b></p> <p>AO1 – The question concerns the reasons why there was little interest in reform and also why the attempts themselves lacked success. Responses could include factors such as: the minority made it difficult to get the critical royal backing; the huge range of vested interests naturally opposing any change; experimentation being stopped by aristocratic reaction; the economic disaster of 1720 stopped much more desire for financial changes; a real reluctance to tackle fundamentals; the focus was invariably on getting the existing system to work; the inevitable reliance on a nobility with a profound interest in the status quo; the lack of social mobility and social change, a caste system; the negative role of <i>Parlement</i>; Fleury's interest in the status quo; and, Orry, the traditionalist who confirmed privileges and his poor use of economic resources.</p> <p>AO2 – The key is to identify the reason/s why it was 'so' difficult to bring about major reform in this period. There was, occasionally, a determination to bring about change, but it was limited in scope. Arguably, it was the lack of any real will, or perceived need, to embark on a process which would challenge so many vested interests. In a society which was static and where many felt that any change would naturally be for the worse, reformers could make little headway.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 2        | <p><b>'Her reign lacked real achievements'. Assess this judgement on Maria Theresa.</b></p> <p>AO1 – The question concerns the extent to which there were, or were not, 'real achievements' during Maria Theresa's reign. Responses could include factors such as: her aims and objectives; the quality of her ministers; the constitutional and judicial changes; the planned economic and social changes; religious changes; centralisation; changes to both local and central government; the shelving of judicial reforms; mercantilism; government initiatives in industry in Bohemia; changes to serfdom; and, dealings with the Church and the Jesuits.</p> <p>AO2 – Reflection on what might be seen as 'real' achievements in the context of the eighteenth century is expected. A female ruler surviving as well as Maria Theresa could well be seen as a 'real achievement'. Arguably, the reign could be seen as little more than a link between the old era and that of Joseph, and a lot of good intentions which did not work out; and, an era of fine aims and limited attainment. However, within her reign, there was the correct identification of many major issues and at least a start made to fundamental change.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 3        | <p><b>'European wars between 1740 and 1763 are best explained by the ambition and aggression of Prussia.' Discuss.</b></p> <p>AO1 – The question concerns the causes of conflict in this period and whether the principal cause should be seen as Prussia. Responses could include factors such as: the role of Frederick, with his army and his money and his determination to reclaim Silesia; France with the ambitions of Louis and Fleury against the Habsburgs; the role of Carteret and George II after the departure of Walpole; Italian issues; commercial rivalry; Maria Theresa's role; Britain and France in Canada; and, possibly, the role of Russia and Poland.</p> <p>AO2 – The role of both Prussian aggression and ambition, which are not necessarily the same thing, needs to be contrasted with a range of other factors. Certainly Frederick cannot claim innocence in this respect, but there are plenty of other possible names for the 'principal troublemaker' role in this period, and there has to be an impressive case made out if Prussia is to take the bulk of the blame.</p> | 30    |

| Question | Answer  | Marks |
|----------|---|-------|
| 4        | <p><b>Assess the role played by Spain in Europe and the wider world in this period.</b></p> <p>AO1 – The question concerns the role Spain played in both Europe and elsewhere in the course of the eighteenth century. Responses could include factors such as: its significant role in the Mediterranean and in Italy; the role of Elizabeth Farnese in diplomacy; the growth of its army and navy (and doubling of the population); the regaining of most of its Utrecht losses; the attack on Sicily in 1718; the Spanish conquest of Oran in 1732; the events in the Pacific and South America; the increase in treasure; the role of Carvajal; and the dependence on the British navy.</p> <p>AO2 – 'Assess' is looking for reflection on the role overall and comment on whether it changed significantly in the period. This period is seen as one of decline, but Spain still remained a major player in European politics and diplomacy and also as a 'world power' when its role in the Mediterranean, Italy, South America and the Far East were concerned. The attitudes of other nations, such as France, the UK and Austria towards Spain could also be considered.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 5        | <p data-bbox="316 248 1316 282"><b>To what extent did Louis XV strengthen the authority of the monarchy?</b></p> <p data-bbox="316 320 1337 618">AO1 – The question concerns the extent to which, if at all, Louis XV strengthened the authority of the monarchy. Responses could include factors such as: the absence of any clear plans for any reform or change in French government; limited economic reform; privilege and exception were still the rule; ministerial rivalry remained rife; no scope was given for any changes; Divine right was not replaced; ‘Ministerial instability elevated into a principle of government’; Jansenism was causing problems for the government; the weaknesses revealed in the relationship with <i>Parlement</i>; and, the way Louis XV gave in to the Devots over the <i>vingtième</i>.</p> <p data-bbox="316 656 1310 853">AO2 – If the authority of the monarchy was strengthened, it was not by design. At least with the end of the minority there was scope for rebuilding, but apart from the longevity of Louis XV little could be seen to have been done to restore the status that had existed in the previous century. The absence of any serious challenge or signs of an alternative system naturally assisted the Crown.</p> | 30    |

## Section 2: c.1774–1815

| Question | Answer   | Marks |
|----------|--|-------|
| 6        | <p><b>'Neither enlightened nor despotic.'</b> Discuss this view of Catherine the Great.</p> <p>AO1 – The question concerns the aims and attainments of Catherine the Great and the extent to which she could, or could not, be seen as enlightened and/or despotic. Candidates could consider: her intended reforms and the reaction to them; ultimately, there was the retention of the status quo; the failure to overcome Russian conservatism; the Instruction of 1767; radicalism turning to reaction; the outcome of her ideas on the serfs; her reaction again Pugachev; the concession of the nobility (The Charter of 1785); and, the cultural attainments of the reign.</p> <p>AO2 – Both the terms, 'enlightened' and 'despotic' need reflection and an answer, as both can be argued out. The intentions can be considered as well as the outcomes, and there needs to be a balanced view of both for the best marks. Catherine the Great may well have wished to be seen as enlightened and not as despotic but, arguably, in the context of Russia in the second part of the eighteenth century both aspects can be sensibly challenged.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 7        | <p><b>How much did Joseph II achieve both at home and abroad?</b></p> <p>AO1 – The question concerns the nature and extent of Joseph's achievements both within his empire and as far as his foreign policy was concerned. Responses could include factors such as: the enlightenment basis for his ideas; his autocracy; his tendency to move too quickly without preparation; his centralisation; his work in Hungary, Belgrade and Milan; his treatment of the Magyars; the idea of equality before the law; his tariff policy; his tolerance and his active, if unsuccessful, foreign policy, dealing with Russia, Prussia and Turkey.</p> <p>AO2 – The consensus tends to be that Joseph II achieved 'not much' at home or abroad. His ability to arouse considerable opposition which resulted in limited achievement was fairly consistent throughout his reign. His ideas on tolerance backfired badly and much the same can be said for his tariff policy, which managed to cause huge opposition. There were great and enlightened intentions, but very little actual achievement.</p> | 30    |



| Question | Answer   | Marks |
|----------|--|-------|
| 8        | <p><b>'The failure to reform the system of taxation was the principal cause of the French Revolution'. Was it?</b></p> <p>AO1 – The question concerns the factors, both long and short term, which led to the revolution in 1789. A large range of factors could be considered, including: the background of economic depression; the growth of the divide between the first two and the Third Estate; the drought of 1785 and the harvests of 1788 and 1789; the huge social divide which existed in France; the growth of an educated middle class which had no power; the peasants versus the rural nobility; the breakdown of the alliance between the nobility and the Third Estate over the powers of the monarchy; the noble hostility to serious reform; the calling of the Estates General; the incompetence of the King; the population growth and unemployment; and, all the many failings of the Ancien Regime.</p> <p>AO2 – There are a large number of ways in which this question can be tackled. Responses should show awareness of a range of issues and some of the historiography of the topic. They should identify the key causes, with careful explanation of why one or some are more important than others. Responses should offer a sustained judgement on this well-known topic.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 9        | <p><b>How well did the Directory rule France?</b></p> <p>AO1 – Responses could include: the Constitution; the defeat of the royalists; dealing with the Church and state issue; peace in 1795; a modest franchise; educational changes; trying to get the balance right between central and local government; managing the war in Italy; getting a degree of both economic and political stability; and, the continuation of coups such as <i>Fructidor</i>.</p> <p>AO2 – Reflection on what might constitute 'good' rule in France after the endless crises of 1788–1795, and the death of the monarch and the <i>ancien régime</i> would be a good start to a response. Candidates might contrast the <i>ancien régime</i> with the Terror, and describe what was to follow. The Directory provided a degree of stability after chaos. There were viable attempts to ensure both the survival of the revolutionary system and to establish a system of government which could not only provide some stability, but also a way forward which would be of benefit to the majority of the French people. Getting some form of consensus was a remarkable attainment and starting on the route which led to the Napoleonic Empire was a considerable feat too.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 10       | <p><b>How important was the Spanish Peninsular War to the defeat of Napoleon?</b></p> <p>AO1 – The question concerns the role of the Spanish Peninsular War in the overall defeat of Napoleon in 1814–1815. Responses could consider factors such as: its role in inspiring opposition and destroying the image of invincibility; Baylen and Wellington’s numerous victories from Torres Vedras through Vitoria to the invasion of France and Toulon/Toulouse; the Russian campaign and its vast losses; the diplomatic work of Castlereagh and Metternich; Leipzig and the Fourth Coalition; the role of Murat and others; the naval campaigns and blockade; and, ultimately, the exhaustion of France.</p> <p>AO2 – The importance of the Spanish Peninsular War to the defeat of Napoleon is a much debated topic and the whole idea of the ‘ulcer’ constantly draining resources while at the same time demonstrating that the Napoleonic armies ( at least without him personally leading them) could be defeated was important. However, responses should contrast Spain with the many other factors which led to his downfall and defeat and, while Spain may have provided inspiration, it was the campaign from Borodino to Leipzig which caused great damage to French military power, as well as the diplomacy of Castlereagh and others (including British money).</p> | 30    |

## Section 3: Themes c.1715–c.1815

| Question | Answer   | Marks |
|----------|--|-------|
| 11       | <p><b>‘Women had more impact on the cultural than the political life of eighteenth-century Europe.’ Discuss.</b></p> <p>AO1 – The question concerns the nature and extent of the impact that women had on political and cultural life in the course of the eighteenth century. The word ‘cultural’ can be very broadly interpreted in this context. Factors which could be included are: the role of rulers such as Catherine the Great, Maria Theresa and Elizabeth Farnese; women in the French Revolution; examples where women played a key role in influencing the decision makers; and, as writers, critics, commentators and managers of ‘salons’.</p> <p>AO2 – There needs to be identification of the various ways in which women directly or indirectly influenced both cultural and political life during the course of the century. One approach could be in adopting a very ‘broad brush’ approach and looking at a range of fairly generalised examples covering both aspects of the question or, alternatively, looking at a more limited range but going into a fair amount of detail examining the impact that women had.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 12       | <p><b>‘Absolute monarchy was an unattainable aim more than a political reality for rulers of the eighteenth century.’ Was it?</b></p> <p>AO1/2 – This statement proposes a view that there was a gap between the aspirations of eighteenth-century monarchs, and their outward show that reflected the aim of centralised rule and total control and obedience, and the realities of power. The aim of ‘Absolute monarchy’ was shown in ceremonial assertions of might and power, the assembling of large forces and the building of mighty palaces. The reality involved: relatively weak administrative systems with financial deficits; powerful local traditions and alternative power bases; powerful churches; episodes of popular upheaval at times of bad harvests; remaining local assemblies; and, reliance on tax from nobles and farmers. Power varied from monarch to monarch, and circumstances such as costly wars or monarchs more or less capable of wielding authority could lead to local variations. A profitable approach to responding to this question would be to look at themes, rather than offering a series of analyses of different monarchies.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 13       | <p><b>Was portraiture the finest achievement of European visual arts in the eighteenth century?</b></p> <p>AO1/2 – Answers might consider the sensibilities of the Rococo portrait and the interest in refinements of dress such as in Boucher’s work. The greatest work may have been in England with Gainsborough, and in his different way Hogarth, but there were striking achievements in Europe and female artists like Vigée Lebrun and Kaufman became notable. The neoclassical revival influenced some of the portraits of the later eighteenth century and David was a notable artist, as was Ingres. The rise of the pastel was liberating for some artists in portraiture Most countries had impressive numbers of portrait artists and the results varies from stiff likenesses of royals, nobles or successful bourgeois families to some work which captured character and essence. Whether portraiture could be considered the finest expression can be challenged by other striking genres of the Rococo style and the impressive late eighteenth century revolutionary works of David which had an impact and significance beyond portraits through shared their technical mastery. Some might argue that the portraiture genre was too constrained by the requirements of the sitters to allow that free reign of delicate fantasy of a Watteau or the power of David’s larger scale works. No set judgement is required.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 14       | <p><b>Assess the impact of enlightenment thinking on European political and economic life.</b></p> <p>AO1 – The question concerns the nature and extent of the impact that the Enlightenment thinkers and writers had on rulers, politicians and politics and also on the economic life of nations. Candidates could mention: the broader impact of the work of men like Descartes, Newton and Locke; the more ‘political’ impact of men like Turgot and Montesquieu; the separation of powers; the idea of Rousseau; the influence of the physiocrats on free trade and laissez-faire; Adam Smith; whether they inspired only ideas and not actions; and, the influence on rulers like Catherine the Great and Joseph II.</p> <p>AO2 – There is much to debate and ‘assess’. Some argue that there was a very narrow basis of appeal, Voltaire and the ‘hundred thousandth part’ idea. While others suggest that it led to a major shift in thinking in both spheres with the growth of free trade and the French Revolution. There is, of course, the idea that the ideas were monopolised by the elites and adapted very much for their own purposes.</p> | 30    |

| Question | Answer  | Marks |
|----------|---|-------|
| 15       | <p><b>Was mercantilism a major influence in the eighteenth century?</b></p> <p>AO1 – The question concerns the extent to which, if at all, mercantilist ideas were a major factor in influencing decision taking in the course of the eighteenth century. Responses should offer a good definition of the term, <i>mercantilism</i>. Monopoly, or at least substantial control, was seen as the basis of mercantilism. ‘A conscious pursuit of commerce’ is another definition. Candidates could include factors such as: a desire to expand exports and decrease imports; the massive growth in overseas trade with effects on wealth and the growth of cities; the link between the balance of trade and the nation’s health; it was a common factor behind so many wars, the Seven Years War for example; the desire for more colonies; and, the role of the Board of Trade in the UK and its counterparts in France and Holland.</p> <p>AO2 – In its broadest sense, mercantilism was almost certainly a major influence in the eighteenth century, and the focus on commerce and colonies in peace treaties like those of 1763 and 1783 illustrates this well. The policies of men like Vergennes in France in the 1770s, although partially influenced by a desire for revenge, were dominated by essentially ‘mercantilist’ ideas. The addition of the Dutch and the Spanish to the war against the British in America was also primarily influenced by commercial and essentially monopolistic ideas.</p> | 30    |

| Question | Answer  | Marks |
|----------|---|-------|
| 16       | <p><b>To what extent did government policies in western Europe discourage rather than encourage the development of industry?</b></p> <p>AO1 – The question concerns the extent to which government policies in western Europe encouraged or discouraged industrial development. Responses could include factors such as: the development of ‘official’ overseas companies; the degree of regulation of trade and development; any incentives and/or privileges accorded to individuals or companies; internal tariffs and their impact; the support for restrictive practices such as guilds; the ‘caste’ attitude to trade; the degree of access that commercial interests had to decision makers; and, the sheer lack of knowledge and interest by government.</p> <p>AO2 – Candidates could adopt a variety of approaches to their responses such as a Europe-wide generalised approach, or an approach which has a more specific focus on individual countries like Russia under Peter the Great or France of the <i>Ancien Régime</i>. Often policies designed to encourage could damage, yet there are plenty of examples like the incentives given by Prussia to the Huguenots, where there were real benefits. Holland is an excellent example of where commercial influences dominated, and yet there is evidence that it was not always beneficial to the nation’s wealth as a whole.</p> | 30    |

## Section 4: 1815–1862

| Question | Answer   | Marks |
|----------|--|-------|
| 17       | <p><b>What best explains why the Congress System was so short-lived?</b></p> <p>AO1 –The Congress System attempted to maintain peace, to defend the peace settlement and maintain the monarchical status quo. More a series of meetings than a formal system it led to a series of congresses: Aix la Chapelle (1818), Troppau (1820), Laibach (1821) and Verona (1822). However, the regular meetings did not last and the national interests of the great powers proved more important than concerted action. Later, international treaties were made but the Crimean War marked the end of a period of European peace</p> <p>AO2 – The reasons lie in mutual suspicions. The attempt to establish ideological unity in the Holy Alliance was distrusted by Britain who was not prepared to intervene against revolutions. The Eastern Question divided the powers. The re-emergence of France and its intervention in Spain was divisive. In the end without an infrastructure the ‘system’ was more a series of ad hoc meetings concerning national interests, and the personality of the leaders led to disunity.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 18       | <p><b>How important was Bismarck’s diplomacy in securing German Unification by 1871?</b></p> <p>AO1/2 – Answers may focus on Bismarck’s diplomatic skills in isolating his opponents and in manoeuvring Austria into war. Ensuring the neutrality of France in 1866 and preventing France gaining allies in 1870 may be seen as crucial. The key element was avoiding Russian intervention and preventing a repeat of the foreign interference that led to the failure of 1848. Diplomacy could also involve dealings with the South German states. Alternatives to be considered may include the military and industrial power of Prussia and the growth of German nationalism. Bismarck’s diplomatic skills may be put in the context of the changing European powers’ relations following the Crimean War</p> | 30    |

| Question | Answer  | Marks |
|----------|---|-------|
| 19       | <p><b>'Italy was not truly united by 1871, but merely conquered by Piedmont.'</b><br/><b>Discuss.</b></p> <p>AO1/2 – The question hinges on the concept of unity. Though Italian areas were excluded in 1871, the bulk of modern Italy had become part of the Kingdom of Italy. However, the way that unity was achieved might be considered with the annexations that followed the war against Austria and Piedmont's taking control of areas 'liberated' by Garibaldi. The dominance of the Piedmontese monarchy and institutions in the 1860s and the virtual civil war in the south to establish control might be discussed. Responses could include factors such as: the lack of linguistic and cultural unity; the gap between north and south; and, the ongoing rift between the Piedmont-dominated liberal state and the Church. On the other hand, the elements of disunity can be exaggerated</p> | 30    |

| Question | Answer  | Marks |
|----------|---|-------|
| 20       | <p><b>'It is a mistake to see the revolutions of 1848 simply as failures.' Is it?</b></p> <p>AO1/2 – On one hand, the aims of the revolutionaries were not met in terms of national unity and ending foreign domination. Revolutionary movements, riven by divisions, were crushed. Even when a Republic was established in France it was dominated by Louis Napoleon who re-established monarchy. When Germany was united it was not with the ideals of 1848. Changes in Austria with the Ausgleich merely established partnership with the Hungarian ruling elite and national aspirations remained unfulfilled until 1918. Italy emerged in the form of an enlarged Piedmont rather than in the spirit of the revolutions of 1848. On the other hand, not all progress was crushed. Constitutionalism survived, for example in Prussia and Piedmont. The possibilities of greater national unity were raised and hopes survived as shown by nationalist organisations and sympathies. The heroic failures established myths and heroes like Kossuth and Garibaldi gained international renown and sympathy. No set answer is expected.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 21       | <p><b>'More style than substance.'</b> How fitting a description is this of the reign of Napoleon III in France from 1851 to 1870?</p> <p>AO1/2 – There is no doubt about Napoleon III's promotion of image and 'style' with: his rebuilding of Paris; his lavish court and the interest in the arts; and, the grand manner of the royal family with its opera, balls, public works and promotion of France as a mover and shaker of European policy. The possible 'substance' of Napoleon III's reign would concern consideration of: his infrastructure development, particularly railways, and encouragement of industry and trade; his interest in social reform; his banking and credit reforms; and, his moves towards a 'liberal empire'. Discussion may focus on: how far free trade policies achieved their aims; whether his religious policies were contradictory; whether his liberalisation was effective or 'too little too late'; and, whether the considerable growth in opposition by the end of the reign was a sign of failure.</p> | 30    |



## Section 5: 1862–1914

| Question | Answer   | Marks |
|----------|--|-------|
| 22       | <p><b>‘The reforms of Alexander II in Russia were too little, too late.’ Discuss.</b></p> <p>AO1 – The ‘Tsar Liberator’ feared that emancipation of the serfs would come from below if not from above and was conscious of serfdom as a bar to the reforms that the Crimean War had indicated were necessary. Candidates may well give this major reform the greatest prominence. However, the creation of Zemstva; legal reforms including the introduction of jury trial; the relaxation of censorship and greater education freedoms together with army reforms including a reduction in the very long period of service amounted to a considerable change after the reign of Nicholas I. The reforms were not given without a lot of soul-searching. The Polish revolt and the development of internal opposition raised concerns and there was some reconsideration. Nevertheless, despite the rise of terrorism and assassination attempts the Tsar was considering extending political change when he was killed in 1881.</p> <p>A02 – One view is that the deficiencies of the reforms (e.g. the continuance of the <i>mir</i> and redemption payments; the restriction of elected assemblies to local government; the backtracking on relaxation of censorship) failed to make the modernising changes which might have saved the regime. However, in the light of the reactionary nature of the previous reign this may be too harsh a judgement. There was considerable economic development after the reign.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 23       | <p><b>‘Notable only for futile campaigns against his internal enemies.’ How valid is this judgement on Bismarck’s domestic policies from 1871 to 1890?</b></p> <p>AO1 – This is a reference to the Kulturkampf and the laws against the SPD, but there might also be reference to the switch away from the National Liberals after 1878 and even his actions against minorities.</p> <p>A02 – The discussion could focus on the failures of the Kulturkampf to stop the development of the Centre Party and its abandonment and the limited results of the repression of the SPD, but there needs to be a judgement whether these examples of futility outweigh possible achievements (e.g. a united Germany was developed; the constitution was established; social reforms were passed; there was industrial and commercial growth) though some may see the way that Bismarck conducted politics weakened the development of a genuine constitutional regime. No set answer is expected.</p> | 30    |



| Question | Answer   | Marks |
|----------|--|-------|
| 24       | <p><b>Assess the contribution of Giolitti to Italy before 1914.</b></p> <p>AO1 – Giolitti was prime minister in 1892–3, 1903–1905, 1906–1909 and 1911–1914, but the period from 1901 is seen as being dominated politically by his influence. He was responsible for special reforms, for tariffs and for involving the government in the economy (e.g. in subsidies to producers and some infrastructure projects). He challenged some of the free trade beliefs of liberal Italy and nationalised the railways. He extended the <i>trasformismo</i> ‘system’ by bringing the socialists into government.</p> <p>AO2 – Some may see Giolitti as a mixture of corrupt politician and moderniser. For example, in the banking crisis of 1893, he reformed the banks and confined note issue to the Bank of Italy, but was criticised for favouring the corrupt governor of the Banca Romana. He was impeached for corruption though not convicted.</p> <p>As prime minister, Giolitti did not suppress unrest and strikes, and opposed new laws against socialism and strikers. This gained him popular support and he re-entered government in 1900 dominating the ministry of Zanardelli whom he succeeded in 1903. Giolitti presided over a period of economic expansion and was able to retain power by concessions to the socialists and to the Catholics. However, growing industrial and social unrest could not be contained by social reform and he resorted to force. Giolitti also maintained power by electoral manipulation. During his last period in office, he showed this mixture of reform and concession, succumbing to nationalist pressure and launching a war against Turkey which gained Tripolitania but at quite heavy cost, and also expanding the electorate from 3 to 8.5 million. He did a deal with the Catholic Electoral Union which gave support to their opposition to divorce in return for their electoral support. It is difficult not to see how Giolitti paved the way for Fascism by devaluing political life but, while this may be considered, the focus should be predominantly before 1914.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 25       | <p><b>Did the French Third Republic face its most dangerous challenges in the 1870s or in the 1930s?</b></p> <p>AO1 – Born out of defeat and humiliation, challenged by the Paris Commune and having to brutally suppress this revolt and then face a harsh treaty imposed by Germany, the Republic started poorly. As a provisional government until 1875, there was every chance that it would not survive and a monarchy would be established had not the Royalists been so divided. Its initial leaders, Thiers and MacMahon, were unsympathetic to Republicanism. The new state also faced attempts by Bismarck to destabilise it and the pressure of paying an indemnity. The crisis of 1877 led to a Republican chamber but the first president who was a genuine Republican did not emerge until Grevy in 1879.</p> <p>The 1930s saw increasingly polarised politics, economic problems and foreign policy weakness. France did not experience the severe crises faced by other industrial powers, but did face falling GDP and declining prices for her agricultural sector. The polarisation between the Left and Right was a serious problem with the formation of the Popular Front and the rise of support for the French Right and Action Française. The Blum government was a cause of considerable resentment and there had been street violence in 1934. Lack of decisive leadership led France into a policy of appeasement, being seemingly dominated by Britain without being able to get a firm alliance against Hitler. The Spanish Civil War had a destabilising effect.</p> <p>AO2 – The 1870s were dominated by defeat and the 1930s ended in defeat. The very establishment of the Republic, as threatened in the 1870s, but there was a core of support; the survival was threatened in the 1930s but perhaps the core of support was less strong. However, no set answer is required. External threats were greater in the 1930s and possibly ideological divides were more intense.</p> | 30    |

| Question | Answer  | Marks |
|----------|---|-------|
| 26       | <p><b>'Germany has been unfairly blamed for the outbreak of the First World War.' Has it?</b></p> <p>AO1/2 – In support of this argument, blame rests on Germany for causing the outbreak of the First World War by creating suspicion and instability, e.g.: Morocco; by alienating Britain (naval race); by irresponsibly supporting Austria in the Balkans and the 'blank cheque'; by planning a war against France and Russia; by encouraging militarism; by (some claim) having territorial ambitions in the east and envisaging a preventative war against Russia; invasion of Belgium. Against this argument, responses could mention: the genuine fear of encirclement with the French-Russian alliance; the genuine concern about Russian arms build-up and economic growth; the attempts to dissuade Austria; Austrian culpability; the attempts to resolve tensions (e.g. talks with Britain and attempts to court Nicholas II); French nationalism and intransigence; the lack of a clear British policy; and, a general climate of militarism.</p> | 30    |

## Section 6: Themes c.1815–1914

| Question | Answer  | Marks |
|----------|---|-------|
| 27       | <p><b>How successfully did the Habsburg monarchy deal with the internal problems it faced from 1867 to 1914?</b></p> <p>AO1 –The greatest change to deal with potential weakness after the defeat by Prussia was the creation of the Ausgleich of in which Hungary would have local self–government with joint status with Austria and there would be common ministries of defence and foreign policy. The immediate circumstances were the Austrian weakness after the defeat of 1866 and the danger that Magyar nationalism would be as powerful as Italian nationalism had seemed to be. A compromise joint monarchy might hold the Empire together by making a concession to one of the strongest nationalities whose nobles could keep control of other nationalities within the Hungarian part of the Empire. In fact, the Magyars proved oppressive and nationalities had to be protected. However, the agreement encouraged other nationalities to press for similar status in the Empire, for instance the Czechs, and then the South Slavs. Racial and ethnic problems were increased by Magyarisation. In addition, there was the problem of socialism and the strains of industrial growth together with the large urban concentration in Vienna which bred both radicalism and popular anti-Semitism.</p> <p>AO2 – Some might think that the Empire made limited progress in dealing with the problems of nationalism, relative economic decline and radicalism, but there were reforms and extension of the franchise and the loyalty to the emperor and the traditions of the K und K did act as unifying factors. Though the Ausgleich did cause problems it was an important development and permitted the Habsburgs to divide and rule even more.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 28       | <p><b>How far did the character of European imperialism change across the nineteenth century?</b></p> <p>AO1/2 – New Imperialism was predominately centred on Africa and Asia and involved European powers in greater formal control. It was made possible by better technology – the Suez Canal and steamships. The new telegraph made better links with the home country and new medical knowledge lessened the risk from tropical disease. As the new ‘scramble’ for colonies lacked effective regulation, it created conflicts which in turn encouraged imperial expansion for protection of borders. Some areas were developed and defended for reasons of trade and economic gain. Others, like British Egypt, because it dominated a key communications route (the Suez Canal). The Belgian Congo was developed predominantly for economic profit. Countries valued fuelling bases on strategic routes.. Colonisation in areas seen as primitive such as the African interior took different forms from foreign domination of China, or British rule in India, and British willingness to share power with white colonists in Australia. Possible explanations can be: a sense of civilising mission, often linked to religion; the desire to control resources; strategic considerations; the need for capital investment outlets; the impact of the 1873 downturn in the European economy; enthusiastic local imperialists; mass communications informing a nationalist public of colonial adventures and opportunities; and, greater weaponry such as the machine gun which facilitated victories. Sometimes there were special circumstances such as the discovery of gold in the Witwatersrand in 1886 which transformed relations between Imperialist powers and native peoples. Rivalry between powers could be a powerful stimulant, as in South Asia, where the French established control of Indochina and the British carved out colonies in Burma, Hong Kong and Kowloon. Russian, British, French and German concessionary ports were forced on China.</p> | 30    |

| Question | Answer  | Marks |
|----------|---|-------|
| 29       | <p><b>Were novels the finest literary achievement of nineteenth-century Europe?</b></p> <p>AO1/2 – There were many influential novels of the period which combined the study of personality and character with sweeping treatments of historical events, like War and Peace and the works of Victor Hugo. The monumental nature of some works seemed great achievements but there were also searching explorations of character like Madame Bovary or Fathers and Sons. Innovative style and sheer grandeur and energy might made the novels the finest achievement, but also because they reflected and interpreted change as with Zola. Alternatively, literary achievements might be seen in poetry from Pushkin’s searching narratives to the symbolism of Baudelaire, or drama which included the epic historical works of Scribe and culminated in the masterpieces of Chekov and Ibsen. Good answers will establish some criteria for ‘finest’ and use a range of examples without excessive description of individual authors or their works.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 30       | <p><b>How far were improvements in the standard of living responsible for population growth in this period?</b></p> <p>AO1 – The expanded food supply supported the growth in European population from 175 million to 435 million. This 130 per cent increase between 1800 and 1910 can be explained by improved mortality rates, changes in medical care, earlier marriages, and better sanitary conditions in urban areas. The number of people grew so rapidly in Europe that although 40 million Europeans emigrated throughout the world, the continent still showed a population increase in one century that was greater than that of the previous two thousand years. Much depended on Europe's ability to feed its growing population. To bring the increased food supply to the growing population and to distribute new resources to larger markets, Europeans built the most complete and far-reaching transportation and communication networks ever known. Without rapid and dependable transport and contact, the Industrial Revolution could not have occurred. Cities would not have grown, factories could not have functioned and the new millions of Europeans would not have been fed. Thus, population growth depended on sustained increases in the standard of living, transport and improvements in food production and distribution.</p> <p>AO2 – There may be a discussion about living standards with improved sanitation and the development of key advances like inoculation being more important than external factors such as fewer large scale European wars. Changes which brought an increase in birth rate (e.g. fertility, earlier marriage, changes in diet, etc.) may be linked to living standards or may be biological in origin. Though industrialisation and towns offered more opportunity and possibly absorbed surplus rural population, population growth was just as rapid in predominantly rural regions and the country.</p> | 30    |

| Question | Answer  | Marks |
|----------|---|-------|
| 31       | <p><b>How far was cultural life in the nineteenth century influenced by urbanisation?</b></p> <p>AO1/2 – The growing cities provided different audiences for creative artists, offering less the aristocratic salons and chateaux but more the concert hall. Greater literacy and access to books in urban areas developed writing. The growing cities needed public buildings. Businesses needed impressive offices and a richer urban middle class needed homes a la mode. Cities brought artists together and linked artists with patrons and purchasers. But some reacted against urban life and sought idylls in the countryside which acted as an inspiration. The great cities and their commercialism could stifle as well as inspire. Aristocratic elites remained an inspiration as did peasant life and culture.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 32       | <p><b>Why was there more industrial development in western than in eastern Europe between 1815 and 1870?</b></p> <p>AO1/2 – Answers may well focus on industrial growth. The trading economies of Britain, Belgium, and France had a strong capital base and the profits from agriculture were invested more in western Europe than was the case in the centre and east. The less rigid class distinctions made commerce and industry more socially acceptable, though Russian nobles did develop industries. However, the serfdom in eastern Europe put a brake on demand-led internal markets, a flexible skilled labour force and scientific progress. There were particular factors including: the dismembering of Poland; the high level of military expenditure in Russia; the fear of speculative thinking; and, the imbalance between town and countryside. The free market capitalism that developed railways and steamships was not a feature of eastern Europe. Political absolutism often retarded education and new ideas. By the end of the period, there were signs of a rapid growth rate in countries hitherto dominated by a backward agrarian-based agriculture like Russia and Italy. However, smaller eastern European states like Serbia lacked the infrastructure and the urban development and markets to emulate smaller western European states like Belgium. There was also no eastern European equivalent to the Zollverein in central Europe. Candidates might discuss: transport development; heavy industry; high farming (both east and west shared population growth and new technology, but there were considerable differences in capital formation); the availability of skilled labour; the growth of a resilient urban market; and, the role of international trade.</p> | 30    |

## Section 7 1914–1945

| Question | Answer   | Marks |
|----------|--|-------|
| 33       | <p><b>Which did more to decide the outcome of the First World War: the campaigns on the Western Front or those on the Eastern Front?</b></p> <p>AO1/2 – ‘Westerners’ could point to the huge losses incurred at battles such as Verdun, the Somme and the attacks of 1917, and even in the defensive battles on the West in 1918 and to the key failure to knock out France in 1914 to avoid a two front war and also the failure in Spring of 1918 of the final great German offensive. ‘Easterners’ could point to the strains of maintaining a war on two fronts, the damage done by Brusilov in 1916, the need to keep large forces in the east even after the Russian campaigns faltered and the failure of Germany’s Austrian ally especially in 1918. There is an argument that the crucial failure in 1918 was due to distractions in the east and insufficient forces. In the end, the two fronts might be too linked to make a judgement easy.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 34       | <p><b>Was Lenin’s greater achievement to bring about the revolution of October 1917 or to defend it afterwards?</b></p> <p>AO2 – It could be argued because of the relatively limited opposition and the obvious weaknesses of the Provisional government that it was harder to defend the revolution than to bring it about. Against this, Lenin faced considerable problems in April 1917 (for example, his party was not the main revolutionary group; it relied on a class which had been weakened by the war; it did not have peasant mass support and it was divided about tactics and doctrine). Though there was extensive opposition from 1918, the Bolsheviks had advantages of unity and a central position which their enemies lacked. Against this, the Bolsheviks had to use unpopular methods to win; they had some formidable opposition and needed very high levels of discipline. There is no right answer but better candidates will be able to evaluate different arguments and reach a coherent view which takes into account alternatives.</p> | 30    |



| Question | Answer   | Marks |
|----------|--|-------|
| 35       | <p><b>Was Hitler's appointment as Chancellor in Germany more a victory for Nazi ideas or for Hitler personally?</b></p> <p>AO1/2 – On one hand, the Führerprinzip was strong and after the splits of the 1923 crisis, Hitler had established his authority and the propaganda stressed him as the great leader. The rallies were centred on his personal appeal and the policy was somewhat vague. Evidence testifies to the enormous personal magnetism of Hitler and the party was centred on this. He also showed considerable political acumen in shifting towards legality and holding his nerve after the reverses of 1932 and the losses in the November election, resisting the temptation for a coup. His negotiations with Papen and Hindenburg were personally adept. It could be argued that the ideas were vague and contradictory, of limited appeal to key areas of support like the Mittelstand who looked for a strong leader to end communism, and restore prosperity and link with traditions. Ideas were adapted skilfully to local conditions (Nazi appeal in Berlin was different to that in rural areas and the main lining element was Hitler not the ideology). On the other hand, there were some key ideas which did take hold: the opposition to democracy; the need for action not thought; and, anti-Semitism as a binding ideological element. Without the ideas, Hitler would have been a putschist or an ultra-nationalist and would have lacked the very wide spectrum of support he enjoyed, and his personal appeal and image in pre-TV days might not have been enough.</p> | 30    |

| Question | Answer  | Marks |
|----------|---|-------|
| 36       | <p><b>How far did Mussolini's success in consolidating his power by 1929 result from the weakness of his enemies?</b></p> <p>AO1/2 – Mussolini's potential enemies could be seen as: the Italian socialist left; the liberal opposition; the peasant; and, catholic parties. On the one hand, responses could discuss: the lack of unity among Mussolini's opponents; the failure to act decisively after the murder of Matteotti, the futility of the Aventine Succession; and, the compromise of the Church in the Lateran Agreements. On the other hand, responses could discuss: the use of force; the support of key elite groups and the King; the pseudo legality; propaganda and some successes at home and abroad; and, the popular appeal of Mussolini. Responses could also refer to: the new electoral law and the failure of the parliamentary opposition to prevent it; his use of local fascist groups to suppress opposition; his use of the power of the state and the prestige Mussolini gained from the successful use of force in Corfu; and, gaining Fiume, together with his growing international standing, may be set against the limited ability of his enemies to combine and oppose effectively.</p> | 30    |



| Question | Answer  | Marks |
|----------|---|-------|
| 37       | <p><b>'Less a triumph for fascism, more a defeat for a divided republic.' Do you agree with this judgement on the reasons for the outcome of the Spanish Civil War?</b></p> <p>AO1/2 – There are two elements: how far the Nationalists could be seen as ideological fascists, and how much traditional conservatives making a wide appeal to Spaniards opposed to anti-clericalism and fearful of separatism and the Left. The outward symbols of fascism were useful for gaining the support of Germany and Italy, but candidates could question Franco's ideological commitment and the importance of fascist ideology in winning the war. The role of foreign forces and the way that the victory in Spain was presented could support a counter argument. On the other hand, the opposition was riven with ideological and political disagreements, anarchism and communism, and also separatist movements, as well as the liberal elements of the Republic. However, the military factors and the failure of the Republic to gain effective foreign support for non-intervention could be set against purely explaining the defeat in terms of left-wing divisions.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 38       | <p><b>How far was the USSR responsible for Germany's defeat in the Second World War?</b></p> <p>AO1/2 – The delayed invasion of the USSR depended on a rapid victory and whether this was thwarted by the Russians or was a result of flawed planning and preparation might be relevant. Stalin's command decisions were flawed, but there were considerable misjudgements in Hitler's strategy so an answer which set the USSR's strengths (e.g. the colossal determination and discipline; willingness to accept losses together with string leadership from Zhukov; and inherent strengths) against German errors and overestimation of swift victories and airpower could be discussed. It would also be possible to consider the relative role of the USSR against the importance of Britain's continuing resistance, the distraction of Germany by the Mediterranean campaign and the importance of the invasion of France and Germany 1944–45. Either or both approaches would be acceptable.</p> | 30    |

## Section 8: 1945–2000

| Question | Answer   | Marks |
|----------|--|-------|
| 39       | <p><b>What best explains the collapse of the USSR?</b></p> <p>AO2 – Answers may draw a distinction between the long-term problems of economic stagnation and unrest within the satellite states and the difficulty of keeping up with the West’s technologically, and in terms of prosperity while isolating the USSR from its influence. Leadership was ossifying before Gorbachev, too. However, many will attribute the collapse to the changes made by Gorbachev which eroded the authoritarianism but could not remedy the problems quickly enough. The main elements could be seen, however, in the unrest within the Soviet ‘empire’ and the unwillingness or inability of the central leadership to adopt the repressive solutions applied before. The nature and causes of that unrest could be linked to the changing attitudes of the party leadership. Descriptions of perestroika and glasnost in themselves will not score highly unless linked to the collapse.</p> | 30    |

| Question | Answer  | Marks |
|----------|---|-------|
| 40       | <p><b>‘Algeria was the greatest challenge which France faced in the period 1945–2000.’ Discuss.</b></p> <p>AO1 – The Algerian War, 1954–62, brought down the French Fourth Republic and deeply divided France, injuring its international reputation. The question concerns: the outbreak of the insurrection against French rule in 1954; the prolonged struggle between the FLN and the French forces; the return of de Gaulle to forestall a coup in 1958; the end of the Fourth Republic; the attempts at a settlement; the rise of the OAS; the pieds noirs attempt at insurrection in 1961; and, the end of the war in 1962.</p> <p>AO2 – Resorts to brutal torture and repression brought deep divisions within France, with the French Communist Party deeply opposed. Resentments within the army brought the threat of an overthrow of the Republic, averted by the appointment of de Gaulle. The war brought de Gaulle back to power for the first time since 1946. However, he disappointed the hopes of the Right and the conflict became more bitter with the rise of the OAS and intense pieds noirs opposition to compromise. France’s NATO allies were concerned about the violence and France suffered a decline in international reputation. Many may see the link between Algeria and other issues and understand that it raised broader issues for France, or they may see the issue as arising from defeat in Asia.</p> | 30    |

| Question | Answer  | Marks |
|----------|---|-------|
| 41       | <p><b>How far can political stability in the Federal Republic of Germany in the period 1949–2000 be explained by effective leadership?</b></p> <p>AO1 – Many candidates will focus on Adenauer, but the question invites consideration of other leaders Erhardt, Kiesinger, Brandt and Schmidt. Adenauer helped to found the CSU in 1946 which took office in 1949. Conservative yet anti-authoritarian, Adenauer embraced the West. The anti-leftist feeling which had bolstered the Hitler regime was now given a party to embrace which favoured freedom and democracy. The price was to take in those who had supported the Nazis and to offer an amnesty, but this ensured stability in that Nazism, which had been genuinely popular and supported by millions, did not reappear. His support for NATO led to western support, economic aid and prosperity which bolstered the stability of West Germany. His policies of integration linked Federal Germany with European defence policies and also the nascent EC. The return to SPD rule and the emergence of Ostpolitik demonstrated that the system could accommodate change.</p> <p>AO2 – Against Adenauer’s contribution must be set the considerable US aid to Germany and also the ‘economic miracle’ which underpinned Adenauer (not specifically his work, but the policy of Erhard) in the context of a more prosperous Western Europe and USA. Having the East and the USSR as an external enemy (whose policies were clearly offering less prosperity and against whom the West Germans needed to unite with the support of NATO) was outside Adenauer’s control, though he made use of it. It might be argued that the later period of office saw less stability. However, compared with Weimar, West Germany achieved a sustained democracy, prosperity and came to terms with the past. His successors were able to maintain stability because of the basis established by both Adenauer, by prosperity within the EC and security established by US support and NATO. A detailed study of every chancellor is not required.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 42       | <p><b>What best explains why Germany was so important in the Cold War from 1945 to 1989?</b></p> <p>AO1/2 – The key question for the USSR was security and a concern that the western powers would not ally with a renascent and united Germany. The West was conscious of the vulnerable position of West Berlin, but saw its continued existence as a key symbol of containment. The Berlin Crisis became a seminal event, as a test of strength between different ideologies and the failure to agree on the approach towards Germany was a running sore. As West Germany developed in a totally different way to East Germany, Germany became the outward expression of two ways of life. The ebbing of people to the West became important if the whole validity and prestige of the Soviet bloc was to be sustained. Restrictions increased tensions, culminating in the building of the Wall. The proximity of opposing forces in Germany was always likely to be a cause of tension. Repression (as in 1953) brought forth suspicion and tension. The rearmament of Germany in the context of the Russian experiences (1941–45) was a powerful and emotive source of ill will. The existence of large forces in both sides of Germany and the limited obstacles to any possible Russian advance led to reliance on nuclear deterrence as the West felt vulnerable. Candidates should offer explanations, rather than an account of post-War disagreements about the division of Germany, its rearmament, the increasing restrictions placed on access to the West in East Germany and dangerous incidents.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 43       | <p><b>How great was the impact of decolonisation on Portugal after 1945?</b></p> <p>AO1/2 – Portugal's colonies included: Azores, Madeira (Europe); Cape Verde, Guinea Bissau, S. Tomé and Príncipe, Angola and Mozambique (Africa); Goa, Damão, Diu, Dadrá and Nagar-Aveli (India); Macau (China); and, East Timor (Pacific). From 1961 to 1974, there was decolonisation involving protracted military conflict and culminating in final losses in 1974. This was costly for Portugal in terms of lives and money. To avoid conscription, many Portuguese young men fled abroad. It brought about a revolution in Portugal in 1974. This resulted in radical changes which brought the country to the verge of civil war. The rapid withdrawal from the colonies led to a crisis for the colonists and their supporters, and a return of large numbers to Portugal. 173 000 people left Angola alone in 1975–6. This put a burden on the Portuguese state, led to unemployment and some economic problems. However, there was also much successful assimilation. Answers could distinguish between the political results and the longer term social and economic consequences.</p> | 30    |

## Section 9: Themes c.1914–2000

| Question | Answer   | Marks |
|----------|--|-------|
| 44       | <p><b>How successfully did European countries deal with the consequences of industrialisation in the twentieth century?</b></p> <p>AO1 – The consequences of industrialisation could be seen in economic terms with increasing dependence on a larger workforce in industry and a changing balance between town and countryside. Though there had been much change in the previous century, the early twentieth century in developing economies such as Italy and Russia saw rapid industrial development. The consequences of increasing dependence on trade in manufacturers saw vulnerability leading to depression, especially in European countries which expanded industries in the First World War. Industrialisation was promoted in some countries by conscious policies and planning, especially in the USSR and then in the eastern bloc which had considerable consequences. The nature of industrial production shifted in the more developed industrial countries towards new industries again which had consequences for the structure of economies, and then countries later in the century had to deal with post-industrial developments and the changes brought by micro-technology. Consequences could be seen in political terms with the rise of Socialism, the linking of industrial growth to Leftist parties and the exploitation of the problems arising from industry in the politics of the Right. There were considerable social consequences in urban developments and changed rural and urban balance.</p> <p>AO2 – Candidates might refer to the success might in managing the impact of industrialisation on working conditions by: legislation; management of the political changes brought by industrial growth; the attempt to plan industrial development and to create a skilled labour force; the control of urban growth; and management of the fall-out from problems caused by fluctuations in the economy brought by dependence on industrialisation. Candidates may be critical of the states' responses in general, but may point out to the general growth in welfare provision and some forms of regulation.</p> | 30    |

| Question | Answer  | Marks |
|----------|---|-------|
| 45       | <p><b>‘The achievements of pan-European organisations have not lived up to the hopes of their supporters.’ How accurate is this judgement?</b></p> <p>AO1 – Out of a 16-nation Committee of European Economic Cooperation came the OEEC of 1948. The success of economic growth encouraged the idea of cooperation. Pan-European ideas were discussed before and during the War, but circumstances encouraged their implementation after the War. Benelux had its origins in decisions taken by exiled government in 1944 and was implemented in 1946. By 1948, the three countries formed a free trade area. Britain and France signed the Dunkirk agreement in 1947, and which was widened to include Benelux in 1948. The OEEC extended beyond the distribution of US aid to reduce tariffs and to set up a European Payments Union. Britain, Norway, Sweden and Denmark formed Uniscan in 1950 and the Scandinavian countries the Nordic Council in 1953, but the most significant development was the European Coal and Steel Community in 1952, coming out of coal and steel cooperation between France and Germany. The High Authority was a supra-national ruling body and economic unity encouraged greater interest in political unity. The Treaty of Rome in 1957 set up the EEC and in 1958 this and Euratom came into being. The key element was a common tariff policy, but also investment banks and common agricultural and transport policies. The EEC was accompanied by high growth rates among its members in the 1960s and created a market of 170 million people. Parallel to this was EFTA, set up in 1960, consisting of the ‘outer 7’ (Britain and 6 non-EEC European countries with a population of 92 million), but this could not compete and gradually by 1973 the European states had come into the EEC. The EEC expanded considerably and the high point of a broader European union was the Maastricht Treaty and the common currency.</p> <p>AO2 – To consider whether or not the ‘achievements of pan-European organisations have lived up to the hopes of their supporters’, candidates need to consider how much the hopes of the supporters changed. In terms of a post-War perspective, it could be argued that the hopes have been more than fulfilled as economic cooperation could be seen to have avoided the very costly armed conflicts of the 1870–1945 period. In economic terms, the high growth rates of the post 1957 period seemed to have met hopes. The cultural and education interchange was a hope that was to an extent fulfilled. In terms of the more developed hopes for an ever closer union and the ability of Europe to be a major influence in world affairs, perhaps there has been more disappointment. The expansion of the EU has brought divisions between richer and poorer countries more to the fore than in the original concept. Its interventions diplomatically have not been notable for much success. Its ability to control and manage large scale changes and challenges such as climate change or wholesale migration have, perhaps, been limited. Bolder initiatives like the Eurozone were not adopted by all EU members and have been the subject of some criticisms. Much of the success may be not in the large scale arenas, but in the work done on regulating standards, health and safety, working conditions and regional development. Better answers will identify changing hopes and offer a balanced answer based on that rather than giving either pro- or anti-Brexit rants.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 46       | <p><b>How far were women responsible for changes in their role and status in this period?</b></p> <p>AO1 – Changes may include: the obvious increase in political equality in the sense of the franchise; the end to legal disabilities; the equal rights legislation in many countries; and, the emergence of women in leadership roles in the workplace, the professions and in political life.</p> <p>AO2 – The elements for discussion may include: the work of individual women who led changes; organised women's organisations in Europe; the role of male support for change; the impact of wars and the demand for female labour and national participation in the war effort; changes in the economy and society which meant greater urbanisation and education; and, more awareness of the need for modernisation and change. In the later part of the period, responses may discuss: changes in technology which meant less reliance on 'muscle power' and more on IT; and, the growth of the need for soft skills and strong interpersonal communication.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 47       | <p><b>'Too concerned with breaking with the past to offer much of value to the present or the future.' Assess this view of the arts between the wars, 1918–1939. (You may confine your answer to one of the following: literature, the visual arts or music.)</b></p> <p>AO1 – Though many of the inter-War developments had their roots in the period before 1914 (e.g. the breakdown of tonality in music; the development of non-representational visual art; experimental poetry and novels; and, the awareness of the subconscious), the inter-War period saw a greater reaction to a culture which had rejected the values of a European society and which had plunged the Continent into war because of nationalism and materialism. Some art deliberately rejoiced in proletarian values (e.g. in post-Revolutionary Russia). Some rejected monumentalism (e.g. Les Six). Some embraced cold functionality (e.g. Bauhaus, Niue Sachlichkeit) or formalism (e.g. neo-classicism). Some art especially in the dictatorships consciously embraced the past, so the quotation could be challenged.</p> <p>AO2 – Responses may consider the sterile attempts to maintain links with the past, as in Russia or Nazi Germany, and reject this view. There are plenty of examples of masterpieces, but it does depend on whether the driving force was real inspiration derived from a sense of a new beginning (as in post 1917 Russia) or simply a desire for something vaguely new where the vital spark of creativity was not apparent. Responses should offer some judgement and not merely artistic prejudice.</p> | 30    |



| Question | Answer  | Marks |
|----------|---|-------|
| 48       | <p><b>Was immigration more of a benefit than a problem for host countries in Europe after 1945?</b></p> <p>AO2 – Candidates could consider immigration from outside Europe and also immigration from different parts of the Continent to others. There might be consideration of the impact of ‘guest workers’ often bringing different cultures and attitudes and creating tensions (e.g. Turks in Germany or North Africans in France). The expansion of the Western European economies needed more labour so the effects were not only negative. The decolonisation process involved immigration, including former colonists. Responses could discuss: the huge migrations in the immediate post-War period and their impacts, e.g. the impact on Europe’s economic, social and cultural life. Candidates may consider the political effects in terms of a greater awareness of European and international integration, and also the emergence of parties opposed to emigration. Better answers will come to a judgement, but consider changes over a long period and assess benefits and problems in terms of economic, social and, possibly, political terms. Responses should offer valid examples.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 49       | <p><b>Which had the greater impact on the peoples of Europe in this period: cinema or television?</b></p> <p>AO2 – Candidates could consider the way that both cinema and television: broke down social and regional boundaries; shaped taste in all sorts of ways; brought more information; encouraged a desire for electricity; affected the relationship between town and countryside; and, brought Europe into closer touch with international culture. The political use of both might be discussed in totalitarian regimes. The rise of television was encouraged through a taste for mass entertainment. Either, television or cinema could be said to have made more impact (greater impact on social life, leisure habits, internationalisation of culture). Or, television could be said to have less impact as cinema had set up change beforehand. Cinema was more obviously dominated by the output in bigger countries in the West (especially the USA and by state approved organisations in the East). However, there were some flourishing national cinemas which reflected post-War life, for example in Italy. In the era of the enormous spread of television, the availability of news, information and entertainment in the home had a massive impact and cinema look doomed. However, at the start and end of the period cinema was of considerable cultural importance, and television at the end of the period had begun to decline in some aspects of its impact. Better answers will look at the whole period and break down ‘impact’. Weaker answers will be example-led.</p> | 30    |