



IB DIPLOMA PROGRAMME
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MARKSCHEME

November 2005

HISTORY - EUROPE

Higher Level

Paper 3

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1. To what extent were the main demands of revolutionaries in France met between 1789 and 1794?

Candidates could begin by explaining that there were various strands of revolutionaries, and the demands differed.

The following demands and how far they were achieved would be relevant, as would others not listed (1794 marks the death of Robespierre).

- Government reforms: meeting of States General (1789); Third Estate assumes title of National Assembly (1789); electoral rights (1789); local government (1789); new Constitution and Constituent Assembly (1791).
- Abolition of feudalism: achieved with decrees of the National Assembly; 1789 abolishing feudal rights and many privileges.
- Equality: achieved by the Declaration of the Rights of Man (1789) making all equal before the law.
- Reform of the monarchy: some wanted abolition, others constitutional monarchy, powers were removed and the king and queen later executed (1793).
- Religious changes: Church property confiscated (1789); Civil Constitution of Clergy (1790); Edict of Toleration (1790).

[0 to 7 marks] for inadequate general or inaccurate comments.

[8 to 10 marks] for narratives with implicit focus.

[11 to 13 marks] for focus on demands and how they were set.

[14 to 16 + marks] for exact focus on the set question, structure and analysis, and at the top end, how far the reforms achieved what they set out to do.

2. “Napoleon I’s domestic policies successfully reformed and modernized France.” To what extent do you agree with this assertion?

Candidates can refer to any of Napoleon’s domestic policies between 1799 and 1814 during which period he was the virtual dictator of France. These could include his legal, administrative, educational, social, religious and economic policies as well as his measures to curb opposition and unrest, and raise money for his aggressive foreign policies. The measures must be assessed in order to establish whether they did “reform and modernise”, or perhaps have the opposite effects. Better answers should achieve a balance between those that were successful in reforming France, and those that were repressive.

[0 to 7 marks] for inadequate knowledge and comments.

[8 to 10 marks] for narratives with some implicit focus.

[11 to 13 marks] for accurate relevant knowledge of Napoleon’s domestic policies and reasonable judgment of their effects on France.

[14 to 16 marks] for exact focus and assessment of “reformed and modernised France.”

[17+ marks] for balance and perhaps different interpretations.

3. How successful was the Congress of Vienna in achieving peace and stability in Europe between 1815 and 1848?

Some of the areas that would be relevant are:

- France; the terms successfully prevented a powerful and disruptive France, in spite of problems in 1830 and 1848.
- Boundary changes; most survived to 1848, except the joining of Holland and Belgium, and to an extent a balance of power was preserved.
- Restoration of former rulers; some problems, especially in Sicily, France and Spain.
- Ignoring of nationalism and liberalism; problems in Italy and Germany and Austria especially, but no real war.
- An overall judgment of how real the apparent peace and stability was should also be given.

[0 to 7 marks] for generalizations not supported by factual evidence.

[8 to 10 marks] for narrative with implicit judgment of success.

[11 to 13 marks] for explicit assessment of success in peace and stability.

[14 to 16 marks] for structured answers based on specific evidence to prove success of peace and stability, or lack of it.

[17+ marks] for perceptive analysis or different interpretations.

4. In what ways, and for what reasons, was the period 1815 to 1866 one of change for Austria?

The answer should begin with the position of Austria as a result of the Congress of Vienna, in relation to gains and losses, and in the German Confederation. The key changes probably were Austria's gains in Italy, at first regarded as a strength, but later proving to be a weakness, and her role as president of the German Confederation. The constitutional situation and problems, the position and policies of Metternich would be relevant, as well as the economic stagnation – all of which helped to cause the various 1848 revolutions in Austrian territories. Candidates then need to briefly discuss the relative positions of Prussia and Austria which led to the defeat of the latter by the former. There is much material that could be made relevant. Do not demand it all, but reward analytical answers which do more than narrate the changes.

[0 to 7 marks] for inaccurate or inadequate coverage.

[8 to 10 marks] for narrative of some changes.

[11 to 13 marks] for some key changes, and reasons for them.

[14 to 16 marks] for exact focus and explicit analysis of reasons.

[17 to 20 marks] for analysis and coverage of the whole period.

5. Assess the role of Piedmont-Sardinia in Italian unification between 1850 and 1861.

The two leaders of Piedmont-Sardinia in this period were the king, Victor Emmanuel II (1849-1878) and Cavour, who entered the government in 1850 and became prime minister in 1852 (died 1861), but the exact focus of the question should be Piedmont, not Cavour.

Some suggested areas to address are: failure of 1848 revolution, and its effect on Cavour in realizing need for foreign intervention; position of Piedmont as the strongest Italian state, and further strengthening by Cavour; entry into Crimean War; analysis of views of king and Cavour – were their aims Piedmontisation or Italian unification?; Pact of Plombieres, 1858; war against Austria, 1859; plebiscites of central states for union with Piedmont, 1860; “Italian Parliament” meets at Turin; relations of Garibaldi with Piedmont; southern campaigns and acceptance of Garibaldi’s conquests by Victor Emmanuel; Victor Emmanuel proclaimed king of Italy, 1861.

[0 to 7 marks] for weak narrative of Italian unification.

[8 to 10 marks] for narrative of 1850-1861 with implicit focus on Piedmont-Sardinia.

[11 to 13 marks] for exact focus and adequate detail.

[14 to 16 + marks] for structured analysis focused on the role of Piedmont-Sardinia.

6. For what reasons, and with what results, did Disraeli play an important part in British politics between 1846 and 1880?

Reasons could be the obvious ones – that he was an important Tory in Victorian Britain when politics were based on the two party system of Whigs and Tories. He was Chancellor of the Exchequer in 1852 and prime minister 1868 and 1874-80. On a personal level, Disraeli’s ambition, skills, friendship with Victoria and rivalry with Gladstone might be mentioned.

Results could include: opposition to Peel’s repeal of the Corn Laws, thus helping to split the Tories; leader of Conservative party, the new name for the Tory party; parliamentary reform with 1868 act; social reforms of 1874-80 ministry; making Victoria empress of India; imperial and foreign policies, which were Disraeli’s main interests. He was also attributed with founding Tory Democracy.

There is much material which could be analysed to reach judgment on this important politician.

[0 to 7 marks] for inadequate or inaccurate material.

[8 to 10 marks] for narrative of Disraeli’s main political contributions with implicit reasons and results.

[11 to 13 marks] for explicit focus on reasons and results.

[14 to 16 marks] for structured essays with analysis based on specific evidence.

[17+ marks] for insight into Disraeli as an important nineteenth century British (and European) politician.

7. Analyse the reasons for, and the nature of, opposition to tsardom in Russia between 1855 and 1894.

The dates given in the question cover the reigns of Alexander II and Alexander III. Reasons for opposition to these Tsars stemmed from the autocratic nature of tsarist rule and the backward state of Russia both economically and politically. Alexander II realized the danger to tsardom and did introduce reforms, especially emancipating the serfs, to try to stem the opposition, but he failed to introduce a national duma. Alexander III, shocked by his father's assassination, and following his own inclination, followed a policy of repression throughout his reign.

The opposition was varied and included political activists, revolutionaries, peasants and workers. Many nobles also opposed various policies, especially emancipation, and educational reforms led to increased opposition movements which advocated violence. It would be relevant to discuss opposition to individual policies.

[0 to 7 marks] for general, inaccurate or inadequate comments.

[8 to 10 marks] for narrative answers, especially those based primarily on Alexander II's reforms.

[11 to 13 marks] for better focus, assessment and balance.

[14 to 16 marks] for structured analytical answers, which address both tsars.

[17+ marks] for perceptive analysis, and balance between both tsars and between reasons and nature.

8. Evaluate the successes and failures of Bismarck's foreign policy between 1871 and 1890.

The main aim of Bismarck's foreign policy after the successful unification process under Prussia, was to preserve, consolidate and strengthen the new united Imperial Germany, and prevent a war of revenge from France. Further territorial gains were not envisaged, thus Bismarck played the "honest broker" at the Congress of Berlin. The main features of his policies were the alliances formed to preserve peace and keep France in check.

Successes could be said to be the preservation of peace during this period, and the failures, the ultimate outcome of the alliance system, the First World War (this could be argued against), failure to eliminate France's desire for revenge, and failure to retain the support/trust etc. of William II.

[0 to 7 marks] for failure to address the correct period exactly e.g. accounts of earlier wars.

[8 to 10 marks] for narrative accounts of alliances and implicit assessment.

[11 to 13 marks] for accurate factual material directed towards successes and failures.

[14 to 16 marks] for structured answers focused upon success and failures.

[17+ marks] for depth of analysis or different interpretations of policies.

9. Analyse the development and importance of the trade union movement in *one* European country in the nineteenth century.

For development, candidates need to explain: how and why a trade union movement was founded in the chosen country; its organisation, type and relative number of members; its work to improve pay, status and conditions for its members and its methods to achieve these aims (negotiations, pressure for legislation, petitions, strikes) *etc.* The attitude of government and political parties to the movement could be considered. For importance, candidates could consider its work in industry, trade and agriculture *etc.* and the part played in a wider context in the chosen country.

[0 to 7 marks] for inadequate knowledge of the topic.

[8 to 10 marks] for narrative with implicit development and importance.

[11 to 13 marks] for specific knowledge of the trade union movement in the chosen country and some comments on importance.

[14 to 16+ marks] for focus on development and importance in a clearly structured essay.

10. Assess the impact of either Marxism or nationalism in Europe, in the second half of the nineteenth century.

Candidates can choose to assess the impact of either Marxism or nationalism in Europe as a whole, which is what most probably will do, or select one or more specific countries.

Karl Marx (1818-83), in collaboration with Engels, wrote the Communist Manifesto, which was published in 1848. The first volume of Das Kapital, was published in 1867. The first International Workingmen's Association was founded by Marx in London in 1864, in an attempt to coordinate workers' attempts to achieve socialism in various countries. Disputes with anarchists hampered its efforts and the Association was dissolved in 1876. Another was founded in Paris in 1889. It was not a centralized organization until the twentieth century, and the impact of Marxism was generally localized, and mainly theoretical within social and political studies.

Nineteenth century nationalism was a more potent force, in opposition to empires and the final traces of feudalism. It had linguistic and, for some, democratic connotations. Candidates could assess it in relation to the Austrian and/or Ottoman empires, probably noting its destabilizing influences, but accept other relevant areas.

[0 to 7 marks] for unsubstantiated generalizations.

[8 to 10 marks] for narratives with implicit focus.

[11 to 13 marks] for genuine attempts to answer the set question.

[14 to 16+ marks] for knowledge, structure and focus.

11. “A period of economic stagnation and political decline.” To what extent is this a fair assessment of Spain between 1848 and 1914?

Candidates will probably agree with this assessment. The monarch, Isabella II had a troubled reign, with a succession of personal scandals, governmental changes, and conflicts between political factions. She finally fled to France after a rising in 1868 and was deposed. The crown offered by the new constitutional Cortes to five successive candidates, was accepted by the sixth, the second son of Victor Emanuel I of Italy. As Amadeus I he ruled from 1871 to 1873, when he abdicated and the first Spanish Republic was declared. Alfonso XII became king in 1874, and Alfonso XIII in 1886 (until his abdication in 1931). The former, the son of Isabella, did restore some order to the country and monarchy, but the reign of his son was marked by political instability. In such a climate, the economic position of Spain stagnated, and few improvements or modernizing changes were introduced in agricultural or trade and industry.

[0 to 7 marks] for brief, general or inaccurate material.

[8 to 10 marks] for narrative of the period with implicit stagnation and decline.

[11 to 13 marks] for focus on economic and political matters.

[14 to 16 marks] for answers which analyse both the economic stagnation and political decline.

[17+ marks] for insight into both economic and political conditions, and why both were so difficult.

12. Assess the successes and failures of the domestic policies of Napoleon III.

Candidates could ask, successes and failures for whom, Napoleon or France? Napoleon succeeded in getting himself elected President, then in 1852 becoming Emperor, and being largely accepted in France (especially in the provinces, because he stood for security against social unrest) and in Europe. He obtained prestige for Paris with slum clearance, rebuilding, a brilliant court and the Great Exhibition. He did not neglect other cities. Modernization in the form of gas, electricity and water, was carried out. He also improved all forms of communications, especially railways. Foreign trade tripled (Cobden Treaty), and the production of coal, iron and steel increased – all aided by the new banking system.

His first decade was regarded as politically repressive, but with a financial deficit from foreign ventures, he began to liberalize in the 1860s. The press was given greater freedom and the right to strike and other concessions were made to trade unions. Political rights were extended. It was war with Bismarck and Prussia rather than internal revolt that ended the Empire.

[0 to 7 marks] for inadequate or foreign material.

[8 to 10 marks] for narrative of some of his domestic policies with implicit assessment.

[11 to 13 marks] for relevant domestic polices and focus on success and failure.

[14 to 16 marks] for focus, structure and analysis.

[17+ marks] for in-depth analysis of success and failure or different interpretations.

13. Why did Nicholas II survive the 1905 revolution, but lose his throne in the February/March 1917 revolution?

Nicholas II survived the 1905 revolution with his life and title intact, but not his autocracy. Concessions were granted in the October Manifesto, including the granting of a national duma. Reasons for survival included the fact that concessions were promised, the weak and divided nature of the opposition, and the support of the army.

The first 1917 revolution resulted in the loss of his position - he resigned, (he was not killed until after the Bolshevik Revolution). Reasons for this defeat and the end of the Romanov dynasty, could include; failure of the concessions, especially the duma to live up to the peoples' expectations; participation and losses in the First World War; loss of army support; growth and better organization of the opposition.

[0 to 7 marks] for unsupported generalizations or inaccurate and irrelevant material.

[8 to 10 marks] for narrative accounts with implicit reasons.

[11 to 13 marks] for accurate knowledge and explicit reasons.

[14 to 16 marks] for clear focus on reasons why the tsar survived 1905, but failed to keep his position in 1917.

[17+ marks] for in-depth analysis or different interpretations of the reasons.

14. In what ways, and to what extent, were German and Austrian policies responsible for the outbreak of the First World War?

It will probably be more satisfactory if candidates deal with the two countries separately, but do not penalize those who do them together.

German policies could include: the aims and actions of William II, e.g. his dismissal of Bismarck; support of Tirpitz especially in naval expansion, army plans (e.g. Schlieffen plan); colonial aims, (e.g. Morocco); naval expansion; alliances, e.g. neglect of Reinsurance Treaty but support for Austria. Material for Austria to consider: Balkan ambitions; efforts to prevent breakup of the Austrian Empire; annexation of Bosnia-Herzegovina; reaction to Sarajevo with an ultimatum to Serbia.

[0 to 7 marks] for a few general causes of the First World War.

[8 to 10 marks] for narrative of events concerning Germany and Austria.

[11 to 13 marks] for causes focused on Germany and Austria.

[14 to 16 marks] for relevant accurate detail about Germany and Austria, with consideration of "to what extent?"

[17+ marks] for excellent analysis and historical interpretation of relevant events concerning the two countries.

15. Compare and contrast the part played by Lenin and Trotsky in the development of the USSR between 1918 and 1924.

For comparison candidates could introduce both Lenin and Trotsky as having been in favour of a second revolution, and determined to assert Bolshevik control after it, including the dismissal of the Constituent Assembly. Both contributed to victory in the civil war for the Reds, and both were intellectual theorists who wrote copiously.

In contrast Lenin was the accepted leader, had adopted Marxism early, made the important decisions such as peace with Germany, and was never involved in actual fighting.

Trotsky had originally been a Menshevik, was Jewish and not popular except with the Red Army, which he successfully commanded in the civil war, originally opposed peace with Germany, but negotiated for the Treaty of Brest-Litovsk.

[0 to 7 marks] if only Lenin or Trotsky is addressed, or if the answer is inadequate or inaccurate.

[8 to 10 marks] for sequential accounts with implicit or brief linkage.

[11 to 13 marks] for full sequential accounts with explicit linkage, or a comparative structure which might be unbalanced.

[14 to 16+ marks] for a balanced detailed comparative structure, which at the top end is detailed and convincing.

16. To what extent did collective security become a victim of economic problems in the inter-war years?

The term was first used in the 1924 Geneva Conference, denoting a policy whereby the security of individual countries was guaranteed jointly by others. It was the basic principle of the League of Nations and individual members were morally obligated to act upon its decisions, but it was also applied to multilateral alliances for example those made in defence against Nazi Germany.

The economic problems in the inter-war years were those faced by countries as a result of the First World War, and especially those caused by the Wall Street Crash and the Great Depression.

Candidates must assess to what extent economic problems caused the collapse of the League of Nations and other alliances, and to what extent other factors, such as the establishment and policies of totalitarian regimes were responsible. Of course many candidates will argue for the connection between economic problems and totalitarianism.

[0 to 7 marks] for unconnected statements on for example, the League, or Depression or dictators.

[8 to 10 marks] for narrative of the inter-war years with implicit focus.

[11 to 13 marks] for focus on collective security and economic problems.

[14 to 16 marks] for structured analysis connecting collective security and economic problems.

[17+ marks] for answers that also deal with “to what extent?”

17. “A century of peace and prosperity.” To what extent is this a valid assessment of either Finland, or one Scandinavian country, in the twentieth century?

Answers will of course depend on which country is chosen, but it is probable that candidates will question the element of peace, as all were to some extent (Sweden with an official policy of neutrality therefore possibly less than the others), affected by the Second World War, and Finland also fought USSR in the “Winter War”, November 1939 to March 1940.

The second half of the twentieth century will probably be agreed upon as a prosperous era. Candidates need to examine trade, industry, social policies *etc.* as well as the standard of living (high) and life style (generally comfortable) to establish this.

[0 to 7 marks] for vague general comments, and no or little specific evidence.

[8 to 10 marks] for narrative or descriptive accounts with implicit assessment.

[11 to 13 marks] for specific evidence and explicit assessment.

[14 to 16+ marks] for structured analytical answers with balance between peace and prosperity.

18. Analyse the main factors which contributed to Hitler's rise to power in January 1933.

This should be well known: for the German situation candidates could analyse; German defeat in the First World War; Treaty of Versailles; weaknesses of the Weimar Republic; German nationalism; anti-semitism; Wall Street Crash. They then need to address the attraction of Hitler and the Nazis for the German people: promises made; Nazi organization; Nazi policies; Hitler's personality, oratory *etc.*; Nazi propaganda. The concluding date is the appointment of Hitler as Chancellor in January 1933, so take care to ensure that all material credited is before that date.

[0 to 7 marks] for generalizations.

[8 to 10 marks] for narrative of Hitler's rise, with implicit assessment.

[11 to 13 marks] for focus on the main factors including the German situation and the appeal of Hitler and the Nazis.

[14 to 16 marks] for focused structured and analytical answers.

[17+ marks] for in-depth analysis and insight.

19. Evaluate the domestic policies of Mussolini between 1922 and 1939.

Candidates need to explain the domestic policies of Mussolini from his appointment as prime minister until the outbreak of the Second World War, and evaluate them for success or failure. At first he headed a coalition of Fascists and nationalists, but soon assumed dictatorial powers, although muted parliamentary opposition continued until the murder of Matteotti in 1924. Full fascist government was established between 1928 and 1929, when Italy became one constituency, voting for or against 400 Fascist candidates. A corporate state was established with a National Council of Corporations to control trade and industry. Public works were undertaken and the Lateran Treaty was made with the Catholic Church. Education was controlled, censorship imposed and propaganda and terror used to maintain support for the Duce, with identification with the former glory of the ancient Roman Empire. Battles of Lira, Births and Grain were inaugurated.

Candidates need to assess some of the above measures in order to decide success and failure.

[0 to 7 marks] for general statements.

[8 to 10 marks] for narrative with implicit evaluation.

[11 to 13 marks] for more explicit evaluation.

[14 to 16+ marks] for structure and focus on success and failure.

20. To what extent was the Spanish Civil War caused by divisions in Spain and in Spanish society?

Main divisions could include political, social, economic, religious and regional divisions. These headings would embrace: the separatist movements (especially those of the Basques and Catalans); poor peasants, landed aristocracy; anticlerical socialists, especially in urban areas, and a rich and privileged Catholic Church.

The divisions were emphasized between 1931 and 1936 with Republican left-wing parties being opposed by the Falange and the traditionalists. Bitterness was exacerbated by changes of government. War broke out in 1936 with a Nationalist military-led revolt against the Popular Front Government and all shades of left wing opposition.

[0 to 7 marks] for inadequate or irrelevant e.g. the actual war, material.

[8 to 10 marks] for descriptive answers, with implicit focus on divisions.

[11 to 13 marks] for explicit focus on divisions.

[14 to 16 marks] for structured analysis of divisions.

[17+ marks] for answers that also address “to what extent” fully.

21. Account for the successes of Nazi Germany in Europe between 1938 and 1942.

Candidates need to say what the Nazi successes were during the given dates, then explain why they took place.

In March 1938 German troops entered Austria and it was declared part of the Reich. In April Sudeten Germans “demanded autonomy”, and in September Sudetenland was given to Germany (Munich Agreement). March 1939 Germany took over Bohemia and Moravia and established a “protectorate” over Slovakia. In September Germany invaded Poland, and Britain and France declared war. April 1940 Germany invaded Norway and Denmark, and in May, Holland, France and Belgium. In June France signed an armistice, and in July, the Battle of Britain began. In 1941, the Germans were successful in North Africa and the Balkans and invaded Russia. In 1942 German successes slowed, and at the end of the year Allied successes had begun – in Africa, with bombing raids in Germany, and with Russian resistance.

Reasons for the Nazi successes 1938 to 1941/2 could include; wish of Britain and France to avoid war; weakness and failure at Munich; Nazi/Soviet Pact; weakness of British and French military; Nazi/German military preparations; Hitler’s ambitions; German peoples’ support for Hitler’s aggressive policies.

[0 to 7 marks] for generalizations without specific details.

[8 to 10 marks] for narrative of some German successes, with implicit explanation.

[11 to 13 marks] for specific detail and specific accounting for success.

[14 to 16 marks] for well structured, focused and analytical answers.

[17+ marks] for in-depth reasoning and perhaps different interpretations.

22. Compare and contrast the parts played in the Cold War by *two* of the following: Khrushchev; Brezhnev; Gorbachev.

Whichever two are chosen, expect comparison and contrast to be made on policies and actions that increased or lessened tension in the Cold War.

Khrushchev was First Secretary of the Communist Party, 1953-64, Chairman of the Council of Ministers 1958-64. He was concerned with the Hungarian rising, restored Gomulka to power in Poland, hinted at détente, met Kennedy in 1961, “built” the Berlin Wall, was close to war with the Cuban Missile crisis but then involved in some lessening of tension.

Brezhnev was First Secretary of the Communist Party from 1964. In 1968 Czechoslovakia was invaded but he allowed some détente, including SALT I in 1972. Later he sent troops into Afghanistan which increased tension again.

Gorbachev as a member of the Supreme Soviet of the Russian Federation, and General Secretary of the Communist Party, sought to decrease tension with his policies of perestroika (economic and social reconstruction), and glasnost (openness and accountability). With his Foreign Minister, Shevardnadze, he negotiated a treaty to reduce nuclear forces in Europe and tension in Soviet satellites. He saw the collapse of the Berlin Wall and break up of the Soviet Union.

[0 to 7 marks] for general comments or attention to only one Soviet leader.

[8 to 10 marks] for sequential accounts with little linkage.

[11 to 13 marks] for clear comparison and contrast.

[14 to 16+ marks] for good comparative structure and specific relevant details.

23. Examine the impact of the EU (European Union) between 1955 and 1995.

This question asks for the impact of the European Union, in its various stages of development between 1955 when it was first envisaged, through the Treaty of Rome, the EEC, the European Community (1967) and finally the European Union (1993). This is a large area, and candidates are not asked nor expected to relate its changes, or when various countries joined, but rather to examine its impact on Europe. Some suggestions for this are: post-war recovery for western Europe; its role in the Cold War context; as a trading block in competition to the Americas and/or Asia Pacific; as a social entity ; to preserve peace; to prevent rivalries in Europe and thus prevent war.

[0 to 7 marks] for generalizations.

[8 to 10 marks] for narrative of its progress with implicit impact.

[11 to 13 marks] for genuine attempts to address impact.

[14 to 16+ marks] for original thought and analysis.

24. For what reasons, and with what results, did communist regimes in Eastern Europe (excluding USSR) collapse (1989-90)?

The years 1989-90 saw the formation of a non-communist government in Poland and the collapse of communism throughout Eastern Europe. Some suggested points for reasons are: economic stagnation which led to unrest, strikes *etc.*; growth of political opposition e.g. Solidarity under Lech Walesa in Poland; growing demands for change within all the countries; influence of Gorbachev's reforms in the USSR on the Soviet satellites; realization of the weaknesses of the USSR.

Results could include: democratic governments; union of East and West Germany; effects on USSR leading to its disintegration; wish to join EU; economic hardships for some in the free market economy; removal of travel restrictions.

[0 to 7 marks] for lack of specific details.

[8 to 10 marks] for descriptive/narrative answers with implicit causes and results.

[11 to 13 marks] for focus on causes and results.

[14 to 16+ marks] for structured answers focused on causes and results.

25. Assess the successes and failures of educational policies in *one* European country in the twentieth century.

Candidates can cover any educational developments in primary, secondary or further education during the twentieth century. These should be subjected to critical analysis in order to judge them for successes and failures. Their effect upon the lives and welfare of their population, as well as their contribution to the development of the country concerned, should be examined. Educational legislation and the attitude of governments and individual reformers would be important.

[0 to 7 marks] for general comments, especially if no country is named.

[8 to 10 marks] for narrative with implicit successes and failures.

[11 to 13 marks] for explicit focus on successes and failures.

[14 to 16+ marks] for structured analytical answers focused on successes and failures.
