



GCE AS MARKING SCHEME

SUMMER 2024

HISTORY - UNIT 1

PERIOD STUDIES 5--8: NON-BRITISH HISTORY

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

Marking guidance for examiners

Summary of assessment objectives for Unit 1

The questions in this examination assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. In Section A, candidates choose one question from a choice of two. In Section B, candidates again choose one question from a choice of two. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme has two parts:

- An assessment grid advising the bands and marks that should be given to responses that demonstrate the qualities needed in assessment objective 1.
- Advice on each specific question outlining indicative content that can be used to assess the quality of the specific response. This content is not prescriptive, and candidates are not expected to mention all the material listed. Assessors must credit any further admissible evidence offered by candidates.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly, a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	26–30 marks	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	21–25 marks	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	16–20 marks	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	11–15 marks	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement, but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	6–10 marks		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	1–5 marks		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

Stamps and annotations used for Assessment Objective 1

Stamp	Annotation	Meaning/use
	Analysis	For specific sections of correct and effective analysis of either historical material or argument
	Developed Point	Where the argument being presented has gone beyond assertion and utilises supporting material
	Evaluation	For specific sections of correct and effective evaluation, where an idea (or more than one idea) is effectively appraised
	Incorrect	Where the comment is incorrect in terms of the history or how the history has been (mis)understood, or where an unsupportable conclusion has been made
	Judgement	Used to note an emerging or not fully supported judgement
	Narrative	The candidate is offering information that may be valid, but is not using it to answer the set question
	Not relevant	Topic-based material that is not relevant to the set question
	Repetition	Stating the same thing as previously in the response. Possibly using different words, but not always
	Something here	The candidate begins to make an argument, but it is undeveloped
	Supported judgement	Used to note a clear and supported judgement. Also used for effective summative judgement
	Vague	Where the candidate alludes to historical evidence, or an argument and it is unclear what they mean
	Underline	Used to underline a smaller section of material that is being used to answer the set question
	Box	Used to box a larger a section of material that is being used to answer the set question
	Comment box	Used to provide a brief summative comment of the final mark awarded, drawing on terminology from the mark scheme

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Period study 5 Political and religious change in Europe c. 1500–1598

SECTION A

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“Francis I faced many challenges between 1515 and 1547, but it was in his handling of religious challenges that he proved to be most successful.”

Discuss.**[30]**

Candidates will offer an appraisal of Francis's handling of religious challenges, gauging how far he was more successful in his dealings with these than with other challenges. While the focus of the response will be on his handling of religious challenges, other comparative issues will be drawn upon from across the duration of his reign. In answering the question, candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- The Concordat of Bologna gave him more control over the Catholic Church in his territory than any other European ruler.
- His crackdown after the Affair of the Placards seemed to put a lid on the Protestant threat within France, at least during his reign.
- Radicals such as Calvin were forced to leave France and find bases from which they could promulgate their ideas in other countries.
- However, while the immediate Protestant threat to the Church in France might appear to have been neutralised, the problem of heresy became an endemic one, especially in urban areas, so he was unsuccessful in dealing with this challenge definitively.
- It was the – mostly successful – pursuit of absolutism that gave Francis the ability to be able to deal so decisively with religious challenges: without it his response would have been much less effective.
- Financial and administrative reforms brought some superficial immediate successes but left important issues to be dealt with later.
- Centralisation gave Francis more control over France than his predecessors, as well as access to the funds he needed to keep on fighting the Habsburgs, even though the long-term effect would be to hand power over to the nobility.
- Francis failed to achieve any sort of victory over the Habsburgs during his reign despite this dominating his foreign policy.

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Evaluate the contribution of Martin Luther to the development of the German Reformation between 1517 and 1555. [30]

Candidates will offer an appraisal of Martin Luther's contribution to the development of the German Reformation both during and after his lifetime. They will demonstrate knowledge of Luther's contribution, analysing it and weighing up its significance. While it is not required by the question, if candidates draw upon other factors that influenced the development of the German Reformation, this may only be done to illuminate Luther's contribution. Candidates will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Luther's posting of the 95 Theses and his defence of these ideas against Catholic opposition at Augsburg and Leipzig formed the foundation of the Protestant Reformation in Germany that was to follow.
- The Diet of Worms was the culmination of his rejection of Catholic and Imperial orthodoxy: in the face of excommunication and execution he stood firmly by his ideas.
- Luther's critical tracts of 1520 and his translation of the Testaments into German provided the intellectual and theological basis of his breakaway religious movement that came to be referred to as Lutheranism.
- Luther required extensive support from the German princes at Worms to avoid his threatened execution, as well as at the Diets of Speyer and Augsburg, where princely support of Luther's ideas was formulated as a protest against imperial and papal interference.
- It was the princes who formed the Schmalkaldic League to protect and expand Lutheran territories and who fought in the wars against Charles V.
- The princes negotiated the Peace of Augsburg, which resulted in the official recognition of Lutheranism in Germany.
- Nationalism and anti-clericalism, which made people receptive to Luther's ideas, existed prior to Luther's protest against indulgences.
- The nascent printing industry enabled Luther's ideas to be spread as far and as quickly as they were.

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SECTION B

0 3 “Foreign policy issues were the most significant challenge confronting Spain during the period from 1516 to 1588.” Discuss. **[30]**

Candidates will offer an appraisal of the foreign policy issues confronting Spain in the context of the other challenges that Spain had to deal with during the stated period. They will demonstrate knowledge of those foreign policy issues, analysing them and weighing up their significance in the context of the wider challenges. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Habsburg–Valois rivalry dominated the foreign policy of Spain, and of Charles V's Holy Roman Empire, until it was finally resolved at Cateau-Cambrésis in 1559.
- Fighting with the Ottoman Empire was endemic throughout the period and caused innumerable distractions for Charles V, who was dealing with both domestic and foreign challenges until the ultimate defeat of the Ottoman fleet in 1571 at Lepanto.
- The problem of dealing with the vast territories acquired in central and southern America with the defeats of the Aztec and Inca civilisations was also a significant challenge, and one that was made harder by the problem of communications and, eventually, by attacks on the treasure fleets by English privateers.
- The revolt of the Netherlands towards the end of the period presented a difficult military challenge which also embroiled Spain in a war with England.
- Spain's assumption of the Portuguese throne in 1580 – along with Portugal's vast trading empire, including territories in Africa and the Pacific – also created new challenges for its rulers.
- There were several other challenges to the power of the Spanish monarchs during the period, for example the 1520 Revolt of the Comuneros within Spain, as well as the religious revolt in Germany under Charles V and the revolt of the Netherlands against Philip II.
- Economic problems were serious: from the constant need to raise money to fight wars to the damage caused by the inflation that was the result of the European financial market being flooded with silver from the Americas.
- Ruling the vast array of territories that were spread across the Atlantic and Indian Oceans, as well as disparate territories in Europe including Italy, the Netherlands and the Holy Roman Empire, proved to be very difficult given the restricted communications systems of the time.

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Evaluate the threat to Europe posed by the Ottoman Empire between 1520 and 1571. [30]

Candidates will offer an appraisal of the threat to Europe posed by the Ottoman Empire during the specified period. They will demonstrate knowledge of the specific threats posed by the Ottomans, analysing them and weighing up their significance individually and/or collectively. While it is not required by the question, if candidates elect to include other threats to Europe, this may only be done to illuminate the impact and/or significance of the Ottoman threat. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- There were several serious incursions into the territories of the Habsburgs and their allies in the 1520s, including victory over Hungary at Mohács, which led to the Ottoman army directly threatening Vienna.
- The continuing naval victories of Barbarossa in the 1530s and 1540s frustrated Habsburg naval ambitions and were problematic for its territories in the Mediterranean, for example the Ottoman's capture of Tunis in 1534 before its conquest by Charles's forces the following year.
- The Ottoman military was better suited to seasonal campaigning and aggressive invasions rather than sieges and occupations.
- The Ottomans were very dependent on charismatic and unconventional leaders like Barbarossa for their successes, and when these leaders died, as Barbarossa did in 1545, that threat was considerably reduced.
- At worst, the Ottoman threat to Europe was a longstanding one; however, often it was erratic and characterised by long periods of inactivity.
- Alliances with France during the Habsburg–Valois rivalry distracted Charles V from being able to concentrate on dealing with military threats from France as well as religious threats in Germany.
- Once the Habsburg–Valois rivalry had been ended by the Treaty of Cateau-Cambrésis in 1559, the Ottomans could no longer drive a wedge between the major European powers.
- Its defeat at the hands of the Holy League at Lepanto ended the Ottoman threat to Europe in the sixteenth century.

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Period study 6 Europe in the age of absolutism and revolution c. 1682–1815

SECTION A

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Evaluate the impact of the Great Northern War on the balance of power in the Baltic between 1700 and 1721. [30]

Candidates will offer an appraisal of the impact of the Great Northern War on the balance of power in the Baltic during the specified period. They will demonstrate knowledge of the impact of the Great Northern War on the balance of Power in the Baltic, analysing it weighing up its significance. While it is not required by the question, if candidates elect to include other factors affecting the balance of power in the Baltic at this time, it may only be done to illuminate the impact of the Great Northern War. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- The military events of the Great Northern War, particularly those involving Russia following the Battle of Poltava in 1709, dealt a significant blow to Swedish military power from which Sweden did not recover.
- The Swedish defeat and the division of its territories following the Treaty of Nystad in 1721 significantly diminished its economic and political power at the expense of other Baltic states.
- Russia emerged from the Great Northern War as the most significant power in the Baltic. This position was sealed not only by the military transformations made by Peter the Great but also by gaining the former Swedish territories along the Baltic coastline – Estonia, Livonia and Ingria.
- The death of Charles XII in 1718 ended absolute monarchy in Sweden and ushered in the age of Liberty. This had an impact on Swedish politics.
- Other countries able to consolidate their power and lay foundations for future expansion included Prussia, which incorporated the Oder estuary (Szczecin Lagoon), and Denmark, which strengthened its position in Schleswig-Holstein.
- It is possible to argue that Swedish dominance in the Baltic was, in reality, unsustainable once Russia flexed its not inconsiderable political power. The construction of Saint Petersburg, which started in 1703, was always likely to challenge Swedish power.
- Brandenburg-Prussia was slowly emerging as a power with a vested interest in the Baltic, the trade across which was an important part of its economy.
- The relative size and power of Russia (which was expanding its territories south as well as north) vis-à-vis Sweden would inevitably have led to a change in the balance of power in the Baltic. The Great Northern War merely expedited the process.

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To what extent can Frederick the Great be considered an Enlightened Despot?
[30]

Candidates will offer an appraisal of the suggestion that Frederick the Great could be considered an enlightened despot. They will demonstrate knowledge of Frederick's reign, analysing it and weighing up whether his actions and policies tended more towards enlightenment or despotism. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Frederick was very interested in the ideas of the French enlightenment, particularly those of Voltaire whom he invited to Prussia. Frederick was inspired to write an essay defending enlightened despotism, and he encouraged the peasantry to become educated.
- Frederick believed in encouraging new ideas, particularly in agriculture; after the Seven Years' War, peasants were given tools, stock and seed to repair ruined farms. Agricultural improvements such as crop rotations and new crops, including tobacco and clover, were also encouraged.
- There was some religious toleration: Frederick invited expelled Jesuits to predominately Lutheran Prussia and gave the Catholic minority virtually full equality.
- Judicial reforms were introduced, courts were freed from political pressure, there was a reduction in the use of torture, and a system of appellate courts was established.
- It could be persuasively argued that many of the policies carried out by Frederick which were considered enlightened were nothing more than a continuation of those of his predecessors but glossed over by his own style. His much-vaunted policy of toleration, for example, can be discerned from at least 1613 when the need for immigrants – notably those fleeing religious persecution – was encouraged by the Hohenzollerns.
- Frederick's legal reforms were, in essence, the work of Samuel Freiherr von Cocceji, and were based on the belief that all law had its origin in the will of God, not a notion usually associated with the Enlightenment. Frederick intended his law code and wider reforms to make the Prussian state more powerful, not more just. He made Prussia a more efficient absolutist state.
- When Frederick freed the serfs of the royal domains, it was because he needed them in the army and not for particularly enlightened ideals. Junkers continued to dominate most of the key positions as military officers and high officials.

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SECTION B

0 3 **To what extent was the structure of the ancien régime between 1715 and 1789 responsible for the outbreak of the French Revolution?** **[30]**

Candidates will offer an appraisal of the reasons for the outbreak of the French Revolution, emphasising the significance – or otherwise – of the structure of the ancien régime. They will demonstrate knowledge of the structure of the ancien régime, analysing it and weighing up its impact in relation to other contributory factors in the context of the period indicated by the question. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- The estates of the realm, which were the core of the social structure, precluded any privileges being given to the Third Estate, who were the overwhelming majority of the population.
- The financial exemptions of the first two estates meant that the burden of taxation fell on the Third Estate.
- Under the absolute system there was no representative element to the French government: all power lay with the king and his ministers.
- Exemption from taxes among the first two estates (although the first gave a voluntary grant) rendered the Crown short of money with which to run the country. This problem was compounded when ambitious foreign policy goals were followed.
- However, the ideas of the French enlightenment influenced criticisms of the Church and state, in particular the bourgeoisie, which was inspired by these ideas to oppose the Absolutist structure.
- The Bourbon monarchy – particularly Louis XVI – became increasingly discredited and prone to scandals, for example the affair of the necklace, in the years immediately preceding 1789.
- The declaration of bankruptcy, which was largely brought about because the funding of the American War of Independence was done via loans and not new taxes, heightened the crisis facing the monarchy.
- Attempts by Louis and his ministers to reform the taxation system all foundered due to entrenched opposition from the privileged orders. Further, the character and personality of Louis XVI was an issue since he was patently ill equipped to manage an absolute system of government.

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0 4 **“Between 1756 and 1815, Great Power relations were affected more by the Seven Years War than they were by any other factor.” Discuss. [30]**

Candidates will offer an appraisal of the impact of the Seven Years' War on Great Power Relations. They will demonstrate knowledge of the Seven Years' War, analysing and weighing up its significance in relation to other issues and in the context of the period indicated by the question. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- The Seven Years' war saw a dramatic change in the alliances between the Great Powers: the Bourbons and the Hapsburgs came together as allies in the wake of the Diplomatic Revolution whereas they had, for generations, been sworn enemies.
- The rise of Prussia as a formidable military power under Frederick the Great was confirmed during the military campaigns when he bore the brunt of fighting on the European mainland.
- Following the Treaty of Paris (1763), Britain emerged as the premier colonial power in the world having defeated French forces in India and North America. It lay the basis for Britain's wealth and imperial power during the next century.
- The defeat of France was humiliating and prompted the French to seek revenge, which they ultimately attained by involvement in the American War of Independence.
- Yet, the three partitions of Poland (1772, 1793 and 1795) saw considerable co-operation between Austria, Prussia and Russia, where patent self-interest seemingly trumped old rivalries.
- The outbreak of the Revolutionary War in 1792, initially against Austria and Prussia, and later extended to Britain in 1793, marked the start of a prolonged and bitter conflict to stifle France and its attempt to spread revolutionary ideals across Europe.
- The various coalitions and peace treaties, for example Amiens, Campo Formio and Tilsit, during the period of the Revolutionary and Napoleonic wars shook Great Power relations substantially.
- The outbreak of the Napoleonic War in 1803 and Napoleon's attempt to create a universal Empire had a huge impact on relations between the Great Powers. He redrew the map of Europe, creating new countries and triggering the emergence of nationalism in both Germany and Poland.

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Period study 7 Revolution and new ideas in Europe c. 1780–1881

SECTION A

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Evaluate the effectiveness of Tsar Nicholas I as ruler of Russia. **[30]**

Candidates will offer an appraisal of Nicholas I's effectiveness in ruling Russia. They will demonstrate knowledge of Nicholas's rule, analysing it and weighing up its effectiveness. While it is not required by the question, if candidates elect to include the rule of other Russian leaders from across the period, it may only be done to illuminate the comparative effectiveness of Nicholas I, whose rule must remain the focus of the response. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Nicholas I was well suited to the role of leader of an absolutist Russia: he was hard working, strong willed, and possessed a powerful sense of duty.
- During the early part of his reign, Nicholas was instrumental in helping his fellow Orthodox Christians in Greece attain their independence from the Ottoman Empire.
- Additional early successes in foreign policy were the continued Russian conquests in the Caucasus, notably the seizure of the remainder of modern-day Armenia and Azerbaijan from Persia during the Russo–Persian War of 1826–1828. Between 1828 and 1829 he was able to bring the Russo–Turkish War to a successful conclusion.
- Under Nicholas, the Russian economy expanded and industrialization developed, so that he was successful in increasing the size of the state.
- Nicholas I succeeded his brother as Tsar, but he lacked Alexander's intellectual breadth. Nicholas conceived of his role simply as that of a paternal autocrat ruling his people by whatever means necessary. His rule was characterized by repression.
- Involvement in the Crimean War (1854–1856) had disastrous consequences for Russia. Nicholas was behind Russia's efforts to gain access to the Mediterranean Sea and expand its territory at the expense of the Ottoman Empire, but failure to achieve these aims meant that, following his death in 1856, his son Alexander II agreed an unfavourable and humiliating peace treaty.
- Nicholas's aggressive foreign policy placed a great burden on the country's finances; the outcome was nothing short of catastrophic. It resulted in a badly equipped army and an inadequate transportation system with little investment in railway construction. These issues were compounded by endemic corruption.

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How significant was the contribution of the Zollverein to the process of German unification between 1834 and 1871? [30]

Candidates will offer an appraisal of the contribution of the Zollverein to the process of German unification. They will demonstrate knowledge of the Zollverein, analysing it and weighing up its significance as a contribution to the process of unification. Where relevant, this may be done in the context of other contributory issues. The response will focus on the period indicated by the question, and candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- It can be argued that the Zollverein, which was a coalition of German states formed to manage tariffs and economic policies within their territories, set the groundwork for the unification of Germany under Prussian guidance.
- The key driver behind the Zollverein was Prussia, and the exclusion of Austria (largely at the behest of Metternich) meant that Prussia emerged as the central and most influential of the German states.
- Creating the Zollverein was one of the first attempts in which independent states shared a full economic union without the simultaneous creation of a political federation or union, although this was the goal for some nationalists.
- A central goal of Prussian policy behind the development of the Zollverein was to eliminate Austrian influence in Germany. Simultaneously, it was a way to reduce the economic independence of smaller states and draw them closer to Prussia.
- It can be argued that far from allowing Prussia to increase its political influence over the smaller states, the customs union may have had the contrary effect: many governments used the increased revenue brought by the customs union to try to ensure their continued independence.
- The impact of the Zollverein may have been exaggerated in bringing about Prussia's economic pre-eminence in Germany. There is little indication that industrial investments increased decisively during this period in Prussia, or that the customs union played a significant role in reducing the dominance of agriculture in the kingdom's economy.
- It may be argued that the power of nationalism, both cultural and political, particularly in the wake of the 1848 Revolutions played a greater role on unification than the Zollverein.
- Individuals, most prominently Bismarck, played a crucial role in oiling the wheels of unification: initially with a smaller Germany and then, after 1871, with the German Empire.

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SECTION B

0 3 **“Great Power relations were characterised more by conflict than cooperation.”**
Discuss with reference to the period from 1789 to 1848. [30]

Candidates will offer an appraisal of the prevalence of conflicts and areas of cooperation within Great Power relations. They will demonstrate knowledge of the areas of conflict and cooperation, analysing them and weighing up their significance in the context of the specified period. In doing this, candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- The period from 1789 to 1802 was dominated by the French Revolutionary War, during which – at various points – Prussia, Austria and the United Kingdom fought against France.
- Between 1803 and 1815, Europe was in turmoil as the Napoleonic War wore on. While all the Great Powers were ranged against France at one time or another, the only state that consistently opposed Napoleon was the United Kingdom.
- In the aftermath of the Vienna settlement there were several conflicts between the Great Powers. These were often based on the belief that a country's self-interest was under threat, for example concerns over the consequences for the Ottoman Empire, and thus the balance of power in Europe, during the Greek War of Independence.
- The United Kingdom had very clear goals regarding its interests, and it was prepared to challenge whichever of the Great Powers threatened these.
- Between 1792 and 1795, Austria, Prussia and Russia cooperated to carve up Poland between themselves.
- During both the French Revolutionary and Napoleonic Wars, a number of anti-French coalitions were organised; seven in total. Although many collapsed, these coalitions were ultimately successful in defeating Napoleon in 1815.
- The Holy Alliance between Austria, Prussia and Russia aimed to stop the spread of liberal ideals in Europe. The Congress System, the practical enactment of the Concert of Europe, was an attempt by most of the Great Powers, between 1814 and 1822, to cooperate against France and prevent a rekindling of the revolutionary ideals that had plunged the continent into a devastating series of wars.
- During the Eastern Question crisis of 1840 to 1841, some of the Great Powers cooperated to prevent the collapse of the Ottoman Empire.

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- With reference to the period between 1815 and 1871, evaluate the role of the Great Powers in the unification of Italy.** [30]

Candidates will offer an appraisal of the role of the Great Powers in the unification of Italy. They will demonstrate knowledge of the Great Powers' actions, analysing them and weighing up their significance. While it is not required by the question, if candidates elect to include other factors that contributed to Italian unification, this may only be done to illuminate the role of the Great Powers of Europe in this area. The response will focus on the period indicated by the question, and candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- At the start of the period, several of the Great Powers, reeling from the effects of the French Revolutionary and Napoleonic Wars, adopted a hardline approach to nationalist movements in Europe – there was obvious resistance to the cause of nationalism among the autocratic rulers of Russia and Austria-Hungary in particular.
- France, under Napoleon III, negotiated a defensive pact with Piedmont. In this, Piedmont ceded Savoy and Nice to France, but with French support it was able to expel the Austrians from Lombardy in the Second Italian War of Independence (the Franco–Austrian War). In doing this, France, set a precedent for permitting other areas of Italy to pursue their nationalist objectives.
- The United Kingdom gave moral and political support to the Risorgimento, and, from a practical point of view, Lord John Russell, the Liberal foreign secretary, declined to intervene in Garibaldi's invasion of Naples in 1860.
- The intransigent attitude of Austria with regard to its Italian possessions had a negative role in that it inspired many nationalists in Italy and drew support from other powers to the cause of unification.
- The role played in unification by Piedmont may be emphasised in the context of the role of the Great Powers, as it negotiated with powers such as France and it drove the unification process.
- After 1815 and the collapse of the Kingdom of Italy, there emerged, slowly, a sense of national identity that was fuelled by groups such as Young Italy (formed in 1831) that had the avowed goal of creating a unified and independent Italy.
- Key figures such as Garibaldi, Cavour and Victor Emmanuel were significant, and may be given credit for their role in the unification process for their daring, their diplomacy, and their determination.
- The final phase of unification was undertaken by the Italian state on its own initiative. When Prussia attacked France in 1871 the withdrawal of some French troops gave the Italian government the opportunity – on its own initiative – to occupy and annex Rome, albeit making the pope a prisoner in the process. This largely completed unification.

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Period study 8 Europe in an age of conflict and Co-operation c. 1890–1991

SECTION A

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“Economic hardship in Germany was the main reason for the establishment of the Nazi dictatorship.” Discuss with reference to the period from 1918 to 1934.
[30]

Candidates will offer an appraisal of the impact of economic hardship in Germany, gauging whether it was the main reason for the establishment of the Nazi dictatorship. They will demonstrate knowledge of the economic hardships endured by Germany during the specified period, analysing them and weighing up their significance in the context of other factors that contributed the establishment of the Nazi dictatorship at this time. The response will focus on the period indicated by the question, and candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Reparations and post-war inflation undermined the formative years of the Weimar Republic. In addition, the Ruhr Crisis (1922–1923) fuelled hyperinflation, which created swathes of poorer people in German society. Savers, those on fixed incomes, and workers whose wages did not keep pace with inflation were a ready audience for extremists to influence.
- However, the effects of hyperinflation were dealt with successfully by Stresemann, and the “Golden Age” suggested that Weimar was not necessarily doomed. Nevertheless, political support for extremist parties was always a problem, particularly so after 1928.
- Agricultural interests and their hardships were consistently ignored by Weimar governments.
- The impact of the Great Depression created mass unemployment. This was again successfully exploited by extremist parties.
- Chancellor Brüning’s tough deflationary economic policies were deeply unpopular and affected crucial election votes in 1932.
- The Nazi Party traded on the unpopularity of the Versailles settlement, reparations and the perceived weakness of Weimar governments.
- Nazi policies were popular and Hitler’s demagoguery and skills as a propagandist came to the fore, especially after 1928. This was compounded by the errors of Weimar politicians in dealing with opposition and in underestimating Hitler, in particular between 1932 and 1933.
- The measures taken by Nazis to eliminate opposition between 1933 and 1934 had a substantial immediate impact.

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Examine Mussolini's attempt to create a Fascist state in Italy during the period from 1922 to 1943. [30]

Candidates will offer an analysis of Mussolini's attempt, between 1922 and 1943, to create a Fascist state in Italy. They will demonstrate knowledge of Mussolini's actions and policies, analysing their contribution to the attempts to establish a Fascist state. The question does not require reference to comparative factors, and so the emphasis of the response should remain on Mussolini and his efforts in this area. In answering the question, candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- The elimination of opposition to fascism, including the attack on the opposition, trade unions and the press, was effective.
- The reconciliation with the Roman Catholic Church in the Lateran treaty and Concordat temporarily restored relations with the Church.
- Mussolini's economic policies had ambitious aims: the corporate state, autarky and land reclamation. There is some evidence that Italy fared better during the Depression than other European countries. For example, the Battle for Grain was relatively successful, and the public works programme: the autostrada, railways, hydroelectric power, public buildings had an impact.
- The Opera Nazionale Dopolavoro (OND) has been alleged to have been more successful than attempts at indoctrination.
- Yet Mussolini possessed no coherent fascist agenda and tolerated alternative power structures such as the monarchy, the army and Church. Censorship was far from effective in Fascist Italy – note the ineffectiveness of the militia and the Organizzazione per la Vigilanza e la Repressione dell'Antifascismo (OVRA). Further, the indoctrination of youth, education policies and youth movements had patchy results.
- Corporate structures proved bureaucratic, inefficient and corrupt, and there was a failure of policy towards women, for example the disaster of the Battle for Births.
- There were also disagreements with the Roman Catholic Church over Catholic Action and anti-Semitism. Further, the attempted indoctrination of the youth undermined the Concordat.
- Anti-Semitism and race laws were, after 1937, difficult to enforce in Italy. The regime was not resilient, and it proved unable to cope with defeat in war between 1940 and 1943, collapsing at the end of that period.

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SECTION B

0 3 “Conflict in Europe between 1890 and 1939 was largely the result of ineffective international agreements during that period.” Discuss. **[30]**

Candidates will offer an appraisal of international agreements between 1890 and 1939, gauging their effectiveness and how far they were responsible for conflict in Europe during that period. They will demonstrate knowledge of the international agreements that existed at this time, analysing them and weighing up their role in effecting disharmony within Europe in the context of other issues. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- The weakness of the Hague Disarmament Conferences, 1898–1907 failed to halt the arms race in Europe; at the same time, the developing system of alliances and ententes had established two armed camps in Europe by 1907.
- The Concert of Europe was dormant until the outbreak of the Balkan Wars (1912–1913), when an agreement was brokered in London. This was not repeated in 1914.
- The League of Nations was hamstrung by US isolationism and unable to respond effectively to the dictators of the 1930s.
- The Locarno and Kellogg–Briand pacts have been criticised for being weak and for having failed to tackle the issue of Germany’s eastern frontier.
- However, the Washington Naval Conference, 1922 successfully reduced expenditure on navies. The arms race and development of militarism prior to 1914 are often cited as destabilising, for example Anglo–German naval rivalry.
- Imperialism and colonial disputes before 1914 may have contributed to the insecurity of many of the Great Powers. German policy – Weltpolitik – and insecurity contributed to the reasons for conflict.
- Further, the failure of the Great Powers to resolve tensions in the Balkans especially in 1914, was a substantial contributory factor in the outbreak of the First World War.
- The disruptive policies of the dictators of the 1930s and the failure of appeasement also had an impact.

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How significant was the existence of a divided Germany to the evolution of European relations between 1945 and 1991? [30]

Candidates will offer an appraisal of the impact a divided Germany had on the evolution of European relations during the specified period. They will demonstrate knowledge of the nature of East and West Germany, analysing the problems caused by their existence and polarised governance and policies. They will weigh up the impact of these on the development of European relations in the context of other factors that shaped the continent during this time. In doing this, candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Continuing disputes between wartime allies over the German zones 1945–1948 led to the Berlin blockade and airlift 1948–1949, which was a major issue in the development of the Cold War.
- The division of Germany in 1949 led directly to the formation of the North Atlantic Treaty Organization (NATO), the Warsaw Pact, and the continuing freeze in East–West relations.
- Berlin continued to be a flashpoint and a source of tension as evidenced by the construction of the Berlin Wall in 1961 and the consequences of its existence. Nevertheless, the development of (Neue) Ostpolitik in the 1960s and 1970s contributed to détente and the hope that Germany would one day be peacefully re-united.
- The fall of the Berlin Wall in 1989 was a significant factor in the collapse of communism and the re-unification of Germany in 1990.
- The Marshall Plan contributed to the formation of the Organisation for European Economic Co-operation (OEEC) in 1948 and was an early sign of integration.
- Other factors leading to Cold War included ideological differences, Soviet insecurity, nuclear rivalry, and elections in eastern Europe.
- Further integration was secured by the European Coal and Steel Community (ECSC), and the formation of the European Economic Community (EEC) in 1957–1958 was a major development, as it was a treaty between former enemies that created a common market of 167 million people. That and the establishment of the European Monetary System (EMS) in 1979 were further steps towards the Euro and the Single Market Act, 1986.
- Integration was tempered by nationalist agendas, especially those of de Gaulle, which resisted federation and expansion of the EEC