GCE A LEVEL MARKING SCHEME

SUMMER 2024

HISTORY - UNIT 3
BREADTH STUDIES 3, 5, 8, 9 AND 10: 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.

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Summary of assessment objectives for Unit 3

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 must answer the compulsory question. 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.

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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.					

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Stamps and annotations used for Assessment Objective 1

Stamp	Annotation	Meaning/use
AN	**Analysis**	For specific sections of correct and effective analysis of either historical material or argument
DP	**Developed Point**	Where the argument being presented has gone beyond assertion and utilises supporting material
EVAL	**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
Jdg	**Judgement**	Used to note an emerging or not fully supported judgement
NAR	**Narrative**	The candidate is offering information that may be valid, but is not using it to answer the set question
NR	**Not relevant**	Topic-based material that is not relevant to the set question
REP	**Repetition**	Stating the same thing as previously in the response. Possibly using different words, but not always
SH	**Something here**	The candidate begins to make an argument, but it is undeveloped
SJ	**Supported judgement**	Used to note a clear and supported judgement. Also used for effective summative judgement
V	**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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1100UC0-1

Breadth study 3: Reformation and discovery: Europe c.1492–1610

Section A

Theme 1 Religious change and its impact c.1500–1600

0 1 **Evaluate the influence of Zwingli and Calvin on the spread of the Reformation between 1526 and 1564** **[30]**

Candidates will offer an appraisal of the influence of Zwingli and Calvin on the spread of the Reformation during the specified period. They will demonstrate knowledge of the content and dissemination of the ideas of Zwingli and Calvin, analysing them and weighing up their significance. While it is not required by the question, if candidates elect to include other factors affecting the spread of the Reformation, this may only be done to illuminate the influence of Zwingli and Calvin. 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.

- Huldrych Zwingli's ideas were similar to those of John Calvin, with both envisaging a more complete reformation, with a union between religion, state and society.
- Calvin's Ordinances and Institutes provided a radical and complete political, social and religious programme. His ideas had begun to spread further than Geneva, taking root especially in Scotland and to a lesser degree in France
- Both Calvin's and Zwingli's were less socially and politically conservative than earlier reformers such as Luther. Consequently, they were able to pursue logical conclusions to many of their ideas, making many of those ideas easier to explain (though perhaps, in some cases, not to palate).
- However, Zwingli's influence was very limited, as he was killed fairly early into the reform period, during the Second Kappel War (1531). While Zurich, where he had been based, remained true to his ideas they did not spread further. In addition to this limitation, his work inspired an especially swift and violent response from his Catholic opponents.
- Similarly, while Calvin's ideas had by 1564 spread more widely, his influence was still limited mainly to his base in Geneva, to where many of his adherents travelled due to intolerance of their ideas in their homelands. This influence was especially limited in terms of the social and political aspects of Calvinism.
- In drawing conclusions, it may be significant to point out that it was the German Lutherans who were first to receive official recognition as a separate religion in the 1555 Peace of Augsburg. That settlement did not include any of the radical groups inspired by sola scriptura, nor did it encompass the followers of Zwingli or Calvin.

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0 2 **"The French Wars of Religion had the most significant impact on religion in Europe between 1562 and 1598." Discuss. [30]**

Candidates will offer an appraisal of the impact of the French Wars of Religion on religion in Europe. They will demonstrate knowledge of the French Wars of Religion, analysing them and weighing up their significance in the context of other issues to have an impact 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 dispute between the Catholic and Protestant sides during the French Wars of Religion paralysed one of the most important countries in Europe.
- The Wars lasted throughout this period and were only resolved by Henry IV's (Henry of Navarre's) conversion and the subsequent Edict of Nantes, 1598, which upheld the rights of Huguenots.
- Calvinism had converts within the highest echelons of French society, which gave them a significant amount of influence as the nobility had a number of crucial roles within the French government – de Coligny was the Admiral of France, and the Bourbon family would become the heirs to the French throne
- Events such as the St Bartholomew's Day massacre sent shockwaves around Europe and spread distrust between Catholics and Protestants
- However, the Catholic or counter-Reformation, especially the final sessions of the Council of Trent, may be argued to have had a more significant development. Trent, for example, defined Catholic doctrine and contributed to the survival of the Catholic Church.
- New religious orders, for example the Jesuits, consolidated the position of the Catholic Church. The Jesuits established seminaries to reinforce Tridentine Catholicism in friendly territories and began underground missionary work in more hostile ones.
- The Dutch Revolt could also be considered more significant, permanently establishing the independent Protestant Dutch Republic.

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Section B

Theme 2 Exploration and discovery c.1492–1610

0 3 **To what extent were political motives responsible for exploration and discovery between 1492 and 1610? [30]**

Candidates will offer an appraisal of the motivation for exploration and discovery during the specified period, gauging the particular significance of political motives. They will demonstrate knowledge of political motives, analysing them and weighing up their relative importance. 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.

- Ferdinand of Aragon and Isabella of Castile supported the Columbus expedition to the Indies because of their rivalry with King John of Portugal, who hoped that Portugal would reach the region via the India Ocean.
- Colonisation was an inspiration for Hernán Cortés in Mexico and Francisco Pizarro in Peru. Their missions led to the destruction of the Aztec and Incan empires respectively to make way for a new Spanish Empire.
- Elizabeth I's encouragement of the exploration of Virginia was inspired by rivalry with Spain and France and led to the setting up of an English colony there.
- Yet economic motives were also important, with the opening up of the spice islands, and the silver mines of Latin America. This enriched the merchant class, who encouraged further exploration, especially in the Caribbean and South America, to find further opportunities for exploitation. They financially supported Habsburg campaigns against France, the Protestants in Germany and Philip II's wars against the Dutch and the English.
- Religion was an additional motivating factor, from Columbus's stated aim to spread God's word and Elizabeth I's desire to gain an English Protestant foothold in North America.
- Religion can also be seen as a motivation through the prism of the attempts to convert several Indigenous Peoples in Central and South America. There was also an increase in missionary activity to spread Catholic influence ever further, for example Francis Xavier's mission to Japan.

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1100UE0-1

Breadth study 5 France: Ancien régime to Napoleon c.1715–1815

Section A

Theme 1 French society and economy in transition c.1715–1815

0 1 Examine the impact of the Enlightenment on French society during the period from 1715 to 1763 [30]

Candidates will offer an appraisal of the impact of the Enlightenment on French society during the specified period. They will demonstrate knowledge of the Enlightenment and its impact, analysing it and weighing up its significance. While it is not required by the question, if candidates elect to include other factors affecting French society, this may only be done to illuminate the impact of the Edwardian conquest. 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.

- New ideas that challenged the institutions of the ancien régime were developed, most notably regarding the Church and the monarchy. For example, Montesquieu in his *The Spirit of the Laws* (1748) argued for a limited monarchy, and the writings of Voltaire challenged the power of the Catholic Church.
- The enlightenment provided the intellectual backdrop to the slowly emerging bourgeoisie and enabled it to challenge the ancien régime.
- New ideas and approaches developed by the scientific enlightenment were published in the *Encyclopédie* edited by Diderot.
- Ideas generated argument, for example, in the case of Turgot, who wrote many articles for the *Encyclopédie*, his work led to the development of physiocracy – those who argued that wealth was derived from agriculture.
- Yet, there were issues relating to the structure of the ancien régime – and its inflexibility – especially where tax exemptions were concerned.
- The impact of the philosophes was largely confined to the educated and privileged elite of the upper ranks of the Third Estate and the enlightened members of the nobility.
- The growth of the economy, particularly the development of the Atlantic ports and trade with the Americas (up to 1763), could be considered as having an important impact on French society.
- Issues relating to tax farming and the abuse of the structure by the ferme générale were considered to be very important.

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0 2 **Examine the impact of social and economic changes in France during the period from 1789 to 1815** **[30]**

Candidates will offer an appraisal of the impact of social and economic changes in France during the specified period. They will demonstrate knowledge of these changes, analysing them and weighing up their significance. While it is not required by the question, if candidates elect to include other factors that had an impact on France at this time, this may only be done to illuminate the impact of social and economic changes. 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 revolution brought about many improvements in religious toleration, for Jews for example, and introduced a measure of democracy into the organisation of the Catholic Church.
- Many of the gains of the revolution were preserved by Napoleon in the Civil Code – purchases of Church land were confirmed in their ownership.
- The peasantry benefited from the land changes and the abolition of feudalism on the night of 4 August 1789. Taxation became much more equitable with the ending of the exemption system.
- Educational and religious reforms were confirmed and enhanced during the Napoleonic period (Concordat + the Lycées + Civil Code).
- The continuous impact of war under Napoleon created massive dislocation to the French economy, which was blockaded and depended on conquest to survive.
- French society under Napoleon came under sustained strain from the impact of war, the mass conscription of men, and the rising list of casualties.
- The role of the citizen was reduced during the Empire as society become much more authoritarian in scope and outlook.
- The émigrés became increasingly vocal in opposing the revolution suggested that influential sections of French society were strongly opposed to the social and economic changes of the period. It was thought that these affected them more than any other section of society.

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Breadth study 5 France: Ancien régime to Napoleon c.1715–1815

Section B

Theme 2 Politics and government in France c.1715–1815

0 3 **How effectively did French leaders and governments deal with the political problems they faced between 1715 and 1815? [30]**

Candidates will offer an appraisal of French leaders' and governments' efforts to deal with the political problems they faced during the specified period. They will demonstrate knowledge of relevant political problems, analysing and weighing up leaders' and governments' effectiveness in dealing with those political problems. While it is not required by the question, if candidates elect to include problems of a non-political nature, or the efficacy with which leaders and governments handled other areas of concern, this may only be done to illuminate the level to which they were effective in dealing with political problems. 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 government of Louis XV managed to deal with the financial crisis it faced, although the methods employed were controversial.
- In the wake of the War of Spanish Succession, Louis XV's government restored French national prestige in the medium term (up to 1756) through alliances with Prussia and then Austria.
- Under Napoleon, France became the pre-eminent power in Europe amassing one of the greatest empires in history.
- The structural, problems of the ancien régime were dealt with in the wake of is destruction following 1789 by the reforms of the National Assembly. Governments dealt with the transition to a more representative form of government through various constitutions (1791, 1793, and 1795).
- The leadership of the Jacobin Republic during the Terror displayed ruthless determination in its attempt to defeat its internal and external enemies.
- There could be no more damning verdict on the failure of French governments to deal with the political challenges of the age than the outbreak of – what was at that point – Europe's most significant revolution.
- French hegemony in Europe was challenged during the Seven Years' War and the Revolutionary and Napoleonic Wars, all of which were detrimental to France's economy and its society.
- Ineffective handling of opposition from the Parlement during the reigns of Louis XV and Louis XVI.

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Breadth study 8 The American century c.1890–1990

Section A

Theme 1 The struggle for civil rights c.1890–1990

0 1 **"The Second World War had a more significant impact on the lives of African Americans than any other development during the period from 1929 to 1952." Discuss. [30]**

Candidates will offer an appraisal of the impact of the Second World War on the lives of African Americas in the context of the wider period of 1929 to 1952. They will demonstrate knowledge of how the Second World War affected African Americans' lives, analysing and weighing up its effects in the context of other 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.

- Employment of African Americans in war industry nearly trebled with consequent benefits for income but it also led to vicious racial violence in Detroit in 1943. The influence of W Philip Randoph led to Executive order 8802 which prohibited racial discrimination in hiring workers for defence contracts.
- The Double V campaign's significance may also be mentioned, noting the contrast between the struggle against Nazi Germany and persistent racism at home.
- NAACP membership increased tenfold during the war and fought some successful lawsuits such as Smith v. Allwright, 1944.
- The impact of the African American military experience was notable, including greater combat roles, some measures to reduce segregation by 1945, and the effects of the GI Bill.
- Negatively, the impact of the Great Depression was significant, with African Americans' unemployment rates being twice that of whites in northern cities.
- This was worsened by several racist employment practices during the Great Depression. However, there were signs of greater African American resistance, for example the Chicago boycotts of retail stores.
- Relief for African Americans in the New Deal was substantial, with 30 per cent of African American families covered, and the Works Progress Administration (WPA) employed one million African Americans. Federal housing, education and medical projects in the New Deal benefited African Americans, and Roosevelt's White House engaged in symbolic gestures such as the Black Cabinet. Further, the work of the First Lady, Eleanor Roosevelt, was significant.
- Truman's commission on civil rights and Executive Orders 9980 and 9981 were the first significant presidential interventions in civil rights for African Americans since the Reconstruction era.

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0 2 **To what extent was the civil rights movement successful in improving the lives of African Americans during the period from 1954 to 1990? [30]**

Candidates will offer an appraisal of the civil rights movement's impact on the lives of African Americans during the specified period. Broadly, there are two ways of answering this question: to address how far the lives of African Americans were improved as a consequence of the civil rights movement during the period; and to assume that the lives of African Americans *were* largely improved and gauge the extent to which this improvement was a consequence of the civil rights movement. In either case, candidates will demonstrate knowledge of what the civil rights movement did, analysing the movement and its impact on the lives of African Americans. Where candidates elect to measure the success of the civil rights movement against another factor, for example government action, this must be done to illuminate the extent to which the civil rights movement was successful. 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 impact of the movement's campaigns 1954–1965 created huge publicity at home and abroad. Shrewd use of media coverage and the emergence of powerful advocates such as Martin Luther King Jr created pressure for change.
- The success in stimulating action by the federal governments in the 1960s, especially the Kennedy and Johnson administrations, and particularly the achievement of the 1964 Civil Rights Act and the Voting Rights Act 1965.
- It may also be noted that the affirmative action between 1964 and 1990 had some success.
- Further, it may be noted that improvement in educational prospects for African Americans was significant.
- However, limitations on the impact if the movement may also be noted, for example divisions within the movement itself, and radicals' increased disenchantment with Dr King.
- The urban riots of 1965 to 1967 undermined support for the campaign among voters and politicians, and the impact of Black Power was greater than that of the Southern Christian Leadership Conference in urban areas.
- Controversies over affirmative action and bussing in the 1970s and 1980s created disunity and undermined earlier progress. The conservative reaction was reflected in the presidential elections of the 1980s.
- The reduction of federal aid and the impact of more conservative rulings in the Supreme Court in the 1980s have been cited as barriers to the achievement of civil rights for African Americans.

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Section B

Theme 2 Making of a superpower c.1890–1990

0 3 **"US involvement in the Second World War was the most significant development in US foreign policy during the period from 1890 to 1990." Discuss.** **[30]**

Candidates will offer an appraisal of the significance of US involvement in the Second World War in developing US foreign policy during the specified period. They will demonstrate knowledge of why the US became involved in the Second World War and how – and how far – its actions during this time shaped US foreign policy within the broader context of the period. Candidates will analyse and weigh up the significance of the Second World War period in the context of other developments in US foreign policy. They 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 Second World War marked the end of an alleged period of isolationism in the 1920s and 1930s.
- The US's decision to forge a binding military alliance on 1 January 1942 with other allies was the first since 1778.
- Strong US support for the concept of the United Nations emerged during the war and was a complete rejection of isolationist arguments.
- The unprecedented combination of federal and corporate power to create a war economy of massive proportions, dwarfing the economic and military capacity of other powers was significant. Furthermore, the possession of atomic weapons emphasised the status of the US as the major superpower by 1945.
- However, the era of expansionism and imperialism after 1890 can be seen as a significant departure from the priorities of the nineteenth century, as was entry into the First World War and Woodrow Wilson's internationalism.
- The trend towards isolationism in the 1920s and 1930s following the First World War may in itself be regarded as a significant change in US foreign policy.
- Following the Second World War, the implementation of the Truman Doctrine locked the US into another binding alliance system, and this was another gearshift in the attitudes of the US to the outside world.
- Also, the decision for détente reversed 30 years of hostility towards communist countries.

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Breadth study 9 Changing leadership and society in Germany c.1871–1989

Section A

Theme 1 Changing leaderships and regimes in Germany c.1871–1989

0 1 To what extent did the appeal of social democracy undermine political stability in Germany during the period from 1871 to 1918? [30]

Candidates will offer an appraisal of the appeal of social democracy and its impact of political stability in Germany during the specified period. Broadly, there are two ways of answering this question: to address how far political stability was undermined as a consequence of the widening appeal of social democracy; and to assume that political stability *was* undermined during the period and gauge the extent to which this was a consequence of the appeal of social democracy. In either case, candidates will demonstrate knowledge of how and why social democracy appealed to many Germans, analysing it and measuring its impact on political stability. Where candidates elect to measure the impact of the appeal of social democracy against another factor, for example the Kulturkampf, this must be done to illuminate the extent to which the appeal of social democracy was responsible. 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.

- From 1871, the appeal of social democracy went against anything Bismark professed sympathy for, and it forced Bismark into a carrot and stick approach to adopt a policy of repression combined with social welfare legislation to stem the tide of disharmony.
- The Kaiser appointed Caprivi to ‘kill socialism with kindness’, but disagreements on the policy led to political instability as both Caprivi and later Hohenlohe were dismissed.
- The rise of the Social Democratic Party (SPD) and opposition in the Reichstag undermined the Kaiser’s political authority, and by 1914 the SDP was the most powerful party in the Reichstag.
- Successive leaders of Germany supressed the appeal of social democracy by doing as much as was necessary to quell discontent but no more, thus ensuring the rule of the elites over political life.
- The franchise in Germany favoured the rich and they were never in any serious trouble of losing their hold on power.
- Far from proving an unstable influence the appeal of social democracy focused minds and allowed successive leaders to stabilise the economy while also introducing a measure of ‘state socialism’.
- It may be argued that religious conflict, the policy of Kulturkampf, or sectional interests did more to undermine political stability.

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0 2 **"Konrad Adenauer was the most effective political leader between 1949 and 1989." Discuss with reference to the leaders of East and West Germany. [30]**

Candidates will offer an appraisal of Konrad Adenauer as a political leader, gauging the extent to which he was the most successful leader, above all others in East and West Germany, in the context of the specified period. They will demonstrate knowledge of Adenauer's actions and policies, analysing them and weighing up their efficacy in the context of those of other leaders drawn from the timeframe. 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.

- Adenauer succeeded in gaining acceptance of West Germany (the Federal Republic of Germany (FRG)/ Bundesrepublik Deutschland) within Europe and playing an active economic and military role within it.
- His tenure saw him oversee nothing short of an economic miracle considering the state of West Germany when he came to office.
- Adenauer effectively changed the direction of the Social Democratic Party (SDP), enabling it to emerge as a more viable party of government in the 1960s.
- His focus on reconstruction rather than recrimination allowed Germany to be welcomed back into the world community.
- The economic miracle between 1949 and 1963 owed more to outside influences rather than to Adenauer himself. The work of Ludwig Erhard as Economic Minister, the Marshall Plan and the availability of cheap and flexible labour from East Germany (the German Democratic Republic (GDR)/Deutsche Demokratische Republik (DDR)) had little to do with Adenauer himself. Further, his use of former Nazis in his administration did little to indicate a new start for West Germany.
- One or more of Erhard, Kurt Georg Kiesinger, Willy Brandt, Helmut Schmidt and/or Helmut Kohl may be cited as more effective in leading West Germany. For example, the work of Brandt with his policy of Ostpolitik could be considered as the most effective period of leadership in West Germany during the broader timeframe.
- Further, one or more of Wilhelm Pieck, Johannes Dieckman, Friedrich Ebert Jr, Willi Stoph, Manfred Gerlach or especially Walter Ulbricht, Erich Honecker or Egon Krenz may be cited as more effective overall, albeit this time as a leader of East Germany.

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Section B

Theme 2 Social and economic impact on the lives of the German people c.1871–1989

0 3 **To what extent did social and economic change between 1871 and 1989 improve the lives of the German people? [30]**

Candidates will offer an appraisal of social and economic change and its positive impact on the lives of the German people during the specified period. Broadly, there are two ways of answering this question: to address how far social and economic change improved the lives of the German people; and to assume that the lives of the German people were, by and large, improved across this period and gauge the extent to which this was a consequence of social and economic change. In either case, candidates will demonstrate knowledge of how and why social and economic change affected the lives of the German people, analysing and measuring its impact. Where candidates elect to measure the impact of social and economic change against another factor, for example political developments following the Second World War, this must be done to illuminate the extent to which the appeal of social democracy was responsible. 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.

- Unification led to a single currency and a uniform body of commercial law, providing a stimulus to economic growth. Re-introducing protectionism in 1879 enabled industry to exploit the potential of the largest domestic market in continental Europe.
- By 1914, the German economy was strong and matched that of the United Kingdom.
- Nazi economic policies revived the German economy in the short term.
- The post-war West German economic miracle saw economic and social benefits for the people of West Germany as new industries grew.
- During Bismarck's period as Chancellor, many Germans found themselves living in slums, working long hours and liable to periodic unemployment, and the situation for many did not improve during the period of the Weimar Republic.
- Nazi economic policy was unsustainable, and the massive cost of re-armament created a serious risk of runaway inflation. Further, Germany was still heavily reliant on imports.
- The introduction of the Deutschmark in 1948 hardened the division between East and West Germany and made life worse for those in the east who had to live under Soviet control and severe Eastern-bloc policies.
- By the 1980s, economic growth slowed down in East and West Germany and calls for unification were beginning to lead to a significant social change.

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Breadth study 10 Changing leadership and society in Russia c.1881–1989

Section A

Theme 2 Social and economic impact on the lives of the Russian people c.1881–1989

0 1 **"Lenin's social and economic policies had a more significant impact on the lives of the Russian people than any other development between 1881 and 1924." Discuss.** **[30]**

Candidates will offer an appraisal of the assessment that Lenin's social and economic policies had a more significant impact on the lives of the Russian people during the specified period. They will demonstrate knowledge of Lenin's social and economic policies, analysing them and weighing up their impact on the lives of the Russian people in the context of other relevant issues within the timeframe. 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.

- One of Lenin's first decrees on taking power was the Decree on Land, which nationalised and redistributed the land of the Church and landowners.
- The Decree on Popular Education promised free secular education for all children in Russia.
- An eight-hour working day was introduced and workers' committees were given oversight of all factories and enterprises.
- The old Tsarist legal system was abolished, and a new, two-tier system based on socialist justice was established.
- The New Economic Policy (1921) introduced a measure of flexibility in the Soviet system and allowed some private enterprise.
- However, it may also be argued that the 1905 October Manifesto created the imperial Duma, the existence of which was a shock to the absolutism of the Romanovs. Although this was rather limited it was viewed as a starting point, even though the 1906 Constitution diluted many of its features.
- There were radical proposals for freedom of religion enabling ordinary people to move away from the Orthodox Church to evangelical Protestantism.
- Under Pyotr Stolypin, Russia's third prime minister and interior minister of the Russian Empire, there was a series of agrarian reforms that were designed to improve the lives and opportunities of Russia's vast peasantry.

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0 2 **Evaluate the impact of changing social and economic policies on the lives of the Russian people between 1956 and 1989. [30]**

Candidates will offer an appraisal of the impact of changing social and economic policies on the lives of the Russian people during the specified period. They will demonstrate knowledge of these changing policies and their impact, weighing up their significance. While it is not required by the question, if candidates elect to include other factors affecting the lives of the Russian people during this time, this may only be done to illuminate the impact of changing social and economic policies. 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 rapid growth of the Soviet economy after 1956 helped raise living standards for ordinary people.
- Agricultural reforms introduced by Nikita Khrushchev aimed to boost food production and included the abolition of Machine Tractor Stations and the transfer of machinery to state farms to boost production.
- However, there were significant limitations to Khrushchev's agricultural reforms, which resulted in food shortages and rising prices after 1962. This led to many disturbances and riots.
- Yuri Andropov's attempts to clamp down on corruption and absenteeism, as well as the introduction of new technologies resulted in a boost in industrial production of 4 per cent, which had a positive impact.
- Mikhail Gorbachev's policies of perestroika, and glasnost aimed to improve people's lives, as did tackling alcoholism.
- Under Brezhnev, the "Era of Stagnation" saw a slowdown in the Soviet economy, and as more money was spent or armaments, the quality and quantity of consumer goods declined.
- Gorbachev's attempt to prop up the centrally planned economy was largely unsuccessful, and the changes produced great hardship; note, for example, the failure of his agro-industrial complex, Agroprom.

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Section B

Theme 1 Changing leaderships and regimes in Russia c.1881–1989

0 3 **"The most far-reaching changes to Russian government during the period from 1881 to 1989 were made by Stalin." Discuss. [30]**

Candidates will offer an appraisal of the extent to which the changes made to Russian, or more specifically at this time, Soviet government by Joseph Stalin exceeded any other changes to the country's government during the specified period. Candidates will demonstrate knowledge of Stalin's changes to Russian government, analysing them and weighing up their impact and significance in the context of other changes to government. 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.

- Stalin abandoned the policy that had commenced during the final years of Lenin's leadership of the Soviet union – the New Economic Policy – indicating his willingness to make change where he felt it to be economically, or politically, beneficial.
- During the struggle to succeed Lenin as leader of the Bolshevik Party, Stalin turned on former comrades accusing them of factionalism. They were ruthlessly ousted, and this feature of his personality was very much evident during the great purges that characterised the 1930s.
- Stalin's introduction of the policy of *Socialism in One Country* led to a clash with several within the party who had a more distinct internationalist perspective and a desire to ignite a world revolution.
- However, other changes were also significant, for example the repressions of Alexander III ended all hope of reform for a generation.
- The 1905 Revolution, which forced the Tsar to concede a Duma with an element of representative democracy was also a significant turning point, although it may be conceded that in the medium term little changed.
- The era of Nikita Khrushchev and his reforms could be considered a significant change to Soviet/Russian government due to the process of de-Stalinisation.
- There may also be reference to the policies of Mikhail Gorbachev, particularly the policies of glasnost and perestroika, with consideration of their impact through to the late 1980s and thereafter.
- It may be argued that most changes to the government of the country are dwarfed by the revolutions of 1917. The Tsar was overthrown and, in the second, October Revolution, democracy also came to an end in Russia.

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