

**History**

Advanced GCE **F962/02**

European and World History Period Studies Option B: Modern 1795-2003

**Mark Scheme for June 2010**

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**Option B: Modern 1795-2003****Napoleon, France and Europe 1795-1815**

- 1 To what extent did Napoleon's reforms during the Consulate apply the principles of the French Revolution?**

No set answer is looked for but candidates will need to address the question.

Candidates may discuss reforms in the government, education, religion and the law in relation to the principles of the French Revolution. They are likely to draw on the principles of popular sovereignty, liberty and equality in the main, though be prepared for the candidate with a more sophisticated view of the French Revolutionary period and its ideas. They are likely to test the Constitutions of the Years VIII and X against the principle of popular sovereignty and are likely to argue that although there were elements of democracy (universal male suffrage, plebiscites, apparently representative institutions) the reality was the creation of a centralised and authoritarian regime. In relation to liberty, the judgement may well be harsh: although there was religious toleration, there was no real freedom of speech or assembly. Candidates may well discuss censorship and other elements of the 'police state'. In relation to equality, there may be a more favourable judgement, pointing to the basic equality of rights that imbues the civil code and the apparent espousal of equality of opportunity (meritocracy); on the other hand, candidates may discuss the unequal treatment of women and workers.

- 2 To what extent was Napoleon's generalship the main reason for his successes in his military campaigns from 1796 to 1809?**

No set answer is looked for but candidates will need to address the question.

Candidates must deal with the given factor even if they wish to argue other factors were more significant. In relation to the given factor, candidates may discuss Napoleon's capacities as a military strategist, campaigner, battlefield general as well as his ability to motivate men, organize his armies and appoint able commanders. In doing so they may refer to specific campaigns (in Italy, Egypt, Marengo, Ulm, Austerlitz, Friedland, Wagram), the development of the corps system and the significance of generals such as Davout and Lannes. In assessing the role of Napoleon's generalship they should set his qualities of generalship against other factors, such as: his position as both ruler of France and Commander-in-chief after he became First Consul; the developments in the French army during the French Revolution as a mass army with revised organization and battle formations (such as the mixed order, re-modelled artillery); the comparative weaknesses of his opponents both in terms of their armies and generals and the failings of the second and third coalitions.

**3 Assess the impact of the Continental System on Europe after 1806.**

No set answer is looked for but candidates will need to address the question.

In assessing impact candidates may discuss the Continental System generally or in relation to specific areas and states, including France. They should display a good knowledge of the aims of the System and how it was put into operation in order to assess its impact. There may be discussion of the role of the Continental System in explaining the Spanish and Russian campaigns. Some candidates may discuss the System in terms of the Continental blockade (i.e. the attempt to exclude British trade from the Continent), but should show awareness that the System was also an attempt to replace Britain with France and make, as necessary, the continent subservient to the economic needs of France. They may well argue that the impact was essentially negative in its economic, social and political effects, referring to such matters as: depriving the continent of key manufactures and exotic goods; distorting patterns of trade; destroying native industries in the interests of protecting French industries (such as Lyons silk industry); producing attempts to subvert the system through smuggling (and the concomitant attempts by the French to police this); the generation of anti-French feeling that helps to explain the growth of opposition and so on.

**Monarchy, Republic and Empire: France 1814-1870****4 How successful was Louis XVIII in his rule of France?**

No set answer is looked for but candidates will need to address the question.

Candidates may assess success in relation to Louis XVIII's aims, the results of policies and/or the historical context. In relation to the question there may be discussion of the nature of The Charter, the impact of the Hundred Days, the 'White Terror' and Chambre Introuvable, legislation in relation to rights to vote, army reform and press freedom, the payment of the indemnity and the Congress of Aix-la-Chapelle (1818), Ultras, and so on. Candidates may argue that given the situation in 1814-15, Louis did remarkably well to hold on to power and pass it on his death without incident to Charles X. On the other hand, candidates may suggest that the promise of the early years where he appeared to work within the spirit of the Charter were undermined by the increasing influence of the ultras after the murder of the Duc de Berry in 1820.

**5 To what extent were economic and social problems the main reason for the Revolution in February 1848?**

No set answer is looked for but candidates will need to address the question.

Candidates must deal with the given factor adequately even if they wish to argue that other factors were as or more significant. In relation to the given factor candidates may refer to the impact of: the longer term problem of poverty and social unrest; the impact of poor harvests in 1845-6; the international financial crisis from 1846; over-investment in railways; rising unemployment and cutbacks in production. The distress and unrest associated with these developments may be linked to the apparent indifference of the government, the growth of political opposition (liberals, bonapartists, socialists), the desire for reform (Reform Banquets), foreign policy failures and lack of gloire, the lack of will of the monarch and so on.

**6 To what extent were Napoleon III's economic and social policies successful?**

No set answer is looked for but candidates will need to address the question.

Success may be assessed by reference to aims, outcomes and context. In relation to social and economic policy, candidates may point to some successes, for example, state stimulus to railway building (fivefold increase in extent) through operating leases and the considerable knock-on effects to other industries (6% p.a. growth in iron, steel and coal) and agriculture (extension of railway network stimulated production for urban markets). They may also point to the promotion of banking and free trade (Chevalier Treaty with Britain) and the work of Haussman in Paris. They may point to the social costs of the last and the divisions over free trade. There are further qualifications to this success (such as the end of the railway boom in the 1860s and the need to rescue *Crédit Mobilier* in 1867) and economic difficulties increased in the late 1860s.

**The USA in the 19<sup>th</sup> Century: Westward Expansion and Civil War 1803-c. 1890****7 How important was mining in opening up the West?**

No set answer is looked for but candidates will need to address the question.

Candidates will need to deal with the given factor even if they wish to argue that other factors were as or more important. In relation to the mining frontier, candidates are likely to focus on how various mineral discoveries led to 'rushes' of settlement often at the expense of Native Americans. They are likely to discuss the California Gold Rush but many will draw exemplar material more widely to show how different discoveries effectively opened up many different areas to white settlement (from the Georgian Hills in the late 1820s to the Black Hills of Dakota in the 1870s). Candidates may argue that the needs of these mining settlements contributed to the improvements in communication and the involvement of the Federal government that helped open up the West more generally. Candidates may place their discussion of the importance of the mining frontier in the context of other factors that were significant in opening up the West: fur trapping, federal action, the cattle and farming frontiers, improvements in communication and so on.

**8 Assess the reasons why westward expansion led to the destruction of Native American society.**

No set answer is looked for but candidates will need to address the question.

Candidates will need to identify and analyse a number of reasons and evaluate their relative importance and/or links. Candidates may discuss reasons such as: the mutual misunderstanding arising from different cultures, the incompatibility of nomad and settler cultures, the destruction of the buffalo on the Plains as they were settled and railways pushed through, the constant westward pressure by a growing white population, the impact of minerals finds and the subsequent 'rushes', the actions of individual commanders in the field, the determination of some Native Americans to fight, the desperation of the Native Americans, the inability of Native Americans to adapt to life on reservations. In discussing some of the above candidates may refer to some of the following developments: the Tecumseh Confederacy, the First Seminole War, Andrew Jackson and the Indian Removal Act of 1830, the Black Hawk War, Second Seminole War, Reservations and the 'trail of tears', the Laramie Treaty, Sand Creek massacre, the Fetterman massacre, the Red River War, Little Big Horn, Wounded Knee.

**9 'The strengths of the South's army was the main reason why the Civil War lasted so long.' How far do you agree?**

No set answer is looked for but candidates will need to address the question.

Candidates will need to deal with the given factor even if they wish to argue that other factors were as or more important. In relation to the given factor, candidates may discuss the abilities and successes of Confederate generals such as Lee and Jackson, the confidence of the southern soldier (at least at the start of the war) based on his assumption that an agricultural background was better preparation for war than soft city living, the victories of the South in the Virginia theatre between 1861 and 1863 and its continued ability to inflict defeats on the North in 1864 (Wilderness Campaign) and so on. They may set discussion of these in the context of the weaknesses of northern generals like McClellan and Burnside, Lincoln's constant changes in commander-in-chief and his only finding able commanders in Grant and Sherman in 1864. Candidates may also discuss the relative strategic problems facing North and South, the time it took to organize and mobilise the North's superior resources in men and materiel, the long term impact of the 'anaconda' strategy and so forth.

**Peace and War: International Relations c. 1890-1941****10 To what extent were the generals to blame for the massive casualties on the Western Front in the First World War?**

No set answer is looked for but candidates will need to address the question.

Candidates must deal with the given factor even if they wish to argue that other factors were as or more significant. They must deal with the issue of 'To what extent?' Candidates may well discuss the reputation of General Haig, and may mention Nivelle and other generals. Candidates may argue that it was the failure of strategic and tactical thinking by generals that led to the mass casualties; such as the decision to order the new volunteer army to advance at a walking pace in line may come under scrutiny. On the other hand candidates may view the approach of German generals at Verdun as one of deliberate mass slaughter. Whatever is said about generals, candidates will need to set their argument in the context of other relevant factors, such as: the state of military technology that favoured a well dug-in defence (artillery, machine guns, barbed wire etc); the mass nature of armies and the ability of both sides to keep the front lines supplied with men and material; the difficulties in achieving surprise because lack of calibration (before 1917) prevented an effective creeping barrage (hence lengthy preliminary bombardments) and so on.

**11 Assess the reasons why there were no major wars in the 1920s.**

No set answer is looked for but candidates will need to address the question.

Candidates will need to identify and analyse a range of reasons and evaluate their relative significance and/or links between them. Candidates may well discuss some of the following reasons: military exhaustion after the Great War; the overwhelming desire for peace (at least in Europe) following the mass slaughter ('the war to end all wars'); economic exhaustion and dislocation making war a practical impossibility; the political will to look for peaceful resolution of disputes through the Conference of Ambassadors or through the League of Nations or through negotiated treaties. There may well be discussion of the work and impact of the League of Nations, the Locarno Treaties (and subsequent 'honeymoon'), the Washington Naval Agreement and the Kellogg-Briand Pact. Candidates may argue that those states who may have wanted to reverse the peace treaties (such as Germany) were too weak to do so, or were (like Turkey) able to do so because their opponents lacked the will to resist.

**12 Assess the impact of the Great Depression on international relations in Europe in the 1930s.**

No set answer is looked for but candidates will need to address the question.

Candidates need to identify and analyse the effects of the Great Depression in international relations in Europe and evaluate their relative significance and links between them. Candidates may well discuss the domestic effects of the Great Depression and the influence this exerted on foreign policy. They may argue that in Germany the Great Depression led to the rise of Hitler and his aggressive foreign policy ambitions. They may link such discussion to the divisive effects of the depression on the politics of France and its comparative weakness internationally thereafter, as well as the impact of the depression on Britain and its subsequent desire to avoid international entanglements as it struggled to deal with the effects of the depression domestically and across the Empire. Candidates may draw a direct link between the depression and Britain's policy of Appeasement and desire to avoid war at all costs. This desire to avoid confrontation by Britain and France led to the paralysis of the League of Nations as a peacekeeping body.

**From Autocracy to Communism: Russia 1894-1941****13 To what extent was Nicholas II responsible for his own downfall in the revolution of March 1917?**

No set answer is looked for but candidates will need to address the question.

Candidates must deal with the issue of the Tsar's responsibility even if they wish to argue that other factors were as or more significant. In relation to the Tsar's own culpability, candidates may discuss his failure to learn the lessons of 1905 and make significant reforms, his weakness and indecision, his often poor choice of ministers, his tolerance of Rasputin, his failure to work constructively with the Dumas, his fateful decision to go to the front in 1915 and leave the Tsarina and Rasputin in charge and so on. Such discussion may be balanced by discussion of the longer term problems facing Tsarist Russia, the growth of opposition, the impact of the war, inflation, food shortages, the loss of the support of the army, the crisis of February/March 1917, and so on.

**14 To what extent was Trotsky responsible for the victory of the Red Army in the Civil War?**

No set answer is looked for but candidates will need to address the question.

Candidates must deal with the given factor even if they wish to argue that other factors were as or more important. In relation to the given factor, candidates may discuss the organization and leadership of Trotsky. In particular candidates may refer to Trotsky's abilities as a motivator, his morale-boosting use of the railways as he travelled from front to front with propaganda and supplies, his ruthless imposition of discipline, his use of ex-Tsarist officers and his use of conscription. Such discussion needs to be balanced against other factors which may well focus on other relative advantages and strengths of the Bolshevik forces: the central strategic position and control of key transport links and industries, undivided leadership and aims, the relative preference of the peasantry for the 'Reds' over the 'Whites', the quality of generalship relative to the Whites, the size of the Red Army. Candidates may also point to the relative weaknesses of the Whites: the patchwork of opposition to the Bolsheviks, the lack of coordination of efforts, the lack of clear or agreed aims, the resistance of the peasants (and Green forces), the strategic difficulties, the quality of leadership and size of armies, and the ambivalent attitude of the Entente powers despite their presence and supply of arms and so on.

**15 'The benefits of Stalin's rule in the 1930s outweighed the costs.' How far do you agree?**

No set answer is looked for but candidates will need to address the question.

Candidates may focus their discussion on collectivization, the five year plans and the degree of political repression. They may refer to Stalin's desire to catch up with the West and destroy capitalist elements in industry and agriculture (and his targeting of Kulaks). In relation to the Five Year Plans candidates may, despite the differences between targets, propaganda claims and achievements, argue that results in terms of production were still impressive. Candidates may also argue that whilst the economic results were impressive the social costs were high with highly controlled and disciplined workers and decline in living standards (at least in the early 1930s). In relation to agriculture, candidates may argue that the forced collectivization had a disastrous impact, at least in the short term, on agricultural production and led to famine in the countryside. They may also stress the social costs of the policy as the Kulaks were eliminated. Candidates may also discuss the aspects of the police state that operated in the 1930s – the lack of freedom and the purges. However, candidates may argue that despite the downsides, Stalin did help to drag the Soviet Union into the modern world.

**Democracy and Dictatorship: Italy 1896-1943**

- 16 **'Loss of faith in the government was the main effect of the First World War on Italy from 1915.'** How far do you agree?

No set answer is looked for but candidates will need to address the question.

Candidates must deal with the effect identified in the quotation even if they wish to argue other effects were as or more significant. Candidates in developing their answers may discuss the following: the popularity of the decision for war amongst nationalists, if not the population generally; the condemnation of the war by socialists and some liberals; the course of the war with its defeats (esp. Caporetto), hardships and heavy casualties; the impact of defeats on the government; the 'mutilated victory' and nationalist disillusion, the cost of the war both in men and money; inflation and falling living standards; the dislocation of the economy at the end of the war; strikes and rise in union membership; unemployment; rise in support for socialism and fear of socialist revolution, peasant action in the countryside, fascism, disillusion with liberal politicians and their inability to deal with the problems facing Italy, the breakdown of order and so on. Candidates may argue that the loss of faith in the government was a symptom of the other effects of the war with which they were unable to deal effectively.

- 17 **'Mussolini's economic and social policies had only limited success.'** How far do you agree?

No set answer is looked for but candidates will need to address the question.

Candidates will need to identify and analyse a range of economic and social policies and assess their success. This can be done by measuring the policies against aims, results and/or context. Candidates can be expected to discuss some of the following: education policy and the attempt to indoctrinate the young with fascist ideas (fascist culture and history were compulsory); the role of the *Balilla* and the 'Little Italian Girls'; the *Dopolavoro*; Corporativism; the Battle for Grain; the Battle for Births; the Battle for the Lira; subsidies for industry; the Institute for the Recovery of Industry; the electrification of railways and the building of *autostrade*. Whilst the impact of social policy is not easily measured, candidates may argue that certainly there was a strong attempt to influence young minds, even if literacy rates did not improve markedly. They may also argue that economic policy enjoyed mixed success: corporativism tended to favour employers over workers; the battle for grain distorted the pattern of agriculture; the battle for births achieved only modest increases in birth rates; industry did benefit but Italy remained dependent on the import of raw materials; major railways and motorways were a propaganda success but minor lines and roads were neglected and so on.

**18 To what extent did the aims of Mussolini's foreign policy change from 1922 to 1940?**

No set answer is looked for but candidates will need to address the question.

Candidates may argue that Mussolini's foreign policy had no clear aims or direction until the mid 1930s beyond some grand aim of restoring Italian prestige. Discussion in relation to the 1920s may refer to the Corfu Incident, the acquisition of Fiume and the Locarno Treaties. They may suggest that Mussolini in this period and up to the early 1930s, whilst seeking to cut a figure on the international stage, sought acceptance by Britain and France and valued a good relationship with them in the hope that they would support his Mediterranean ambitions. Candidates may argue that in the 1930s Mussolini's foreign policy became more assertive and defined, looking for concessions from Britain and France, supporting Austrian independence, and a drive for Empire (Abyssinia). The Abyssinian crisis may be viewed as a turning point – 'success' was qualified by the costs and the loss of British and French friendship. After 1935, increased cooperation (e.g. over involvement in the Spanish Civil War) and alliance with Germany undermined Italy's international prestige and led Italy into a war for which it was unprepared. Candidates may argue therefore that whilst general aims may have remained the same the means to achieve them and the detail of them did change.

**The Rise of China 1911-90****19 To what extent were Jiang Jieshi's (Chiang Kai Shek's) domestic policies successful?**

No set answer is looked for but candidates will need to address the question.

Success may be assessed in terms, for example, of aims, outcomes and the historical context. Candidates may discuss some of the following aspects: the establishment of a Nationalist state symbolised by capital at Nanking (but varied extent of authority of Nationalists in areas away from key centres); his failure to deal with communists and forced mutual action against Japan after 1937; comparison with warlord years; lack of democracy and corruption, lack of support; the degree of economic progress (industry, transport) and limited social reform (education, New Life Movement, women); the failure to help peasants; his eventual defeat. Candidates may argue that Jiang's main aims were to hold on to power and to crush the communists and that whilst he did the former until the late 40s, he failed in the latter. However, Jiang and the Nationalists never enjoyed full control of China – any success was relative to the chaos of the warlord years.

**20 Assess the reasons for the Cultural Revolution in the 1960s.**

No set answer is looked for but candidates will need to address the question.

Candidates need to identify and analyse a range of policies and assess their success; this can be done against aims, results and/or historical context. Candidates may discuss some of the following developments: the failure of the Great Leap forward; Mao's retreat from public life, the 'Little Red book' and developing 'cult of personality', the Wu Han affair, divisions in the CCP, role of the PLA, The Group of Five, the Shanghai forum and the Gang of four, The Central Cultural Revolution Group, roles of Lin Biao and Jiang Qing, Liu Shaoqi and Deng Xiaoping. Among the reasons for the Cultural Revolution, candidates may discuss the relative merits of: the reaction to the failure of the Great Leap Forward, the desire to remove rivals to Mao and to purge the CCP of 'rightists' and 'bourgeois elements'; the re-emphasis of the peasant revolution and the idea of permanent revolution; the attack on the 'four olds' and the desire to re-create Chinese culture. Candidates may well argue that there were personal reasons for the Cultural Revolution (Mao's suspicion of rivals and desire to rehabilitate himself) as well as concerns over the direction and nature of the Chinese Revolution.

**21 'The only significant changes after the death of Mao were economic.' How far do you agree?**

No set answer is looked for but candidates will need to address the question.

Candidates must deal with the issue raised in the quotation even if they wish to argue that there were other changes as or more significant than the economic ones. Candidates may argue that whilst there has been significant development in the economic sphere, there have only been limited moves towards political liberalization - the essential political domination and control of the communist state has remained. In short they may well agree with the quotation. In seeking to assess the significance of economic and other changes, candidates may discuss some of the following: the 'four modernisations' and limited liberalization; the four 'Special Economic Zones' and growth of foreign trade; the significance of Deng Xiaoping and the trial of the Gang of Four; the 'four cardinal principles'; developments in social policy – one-child family; the limited political reforms; the significance of the 'democracy wall' and the 'fifth modernisation'; Tiananmen Square.

**Democracy and Dictatorship in Germany 1919-1963****22 'The impact of the Great Depression was the main reason for Hitler's rise to power by January 1933.' How far do you agree?**

No set answer is looked for but candidates will need to address the question.

Candidates must deal with the impact of the Great Depression adequately even if they wish to argue that other factors were as or more significant. In relation to the Great Depression, candidates may suggest that the devastating collapse of the German economy not only created an atmosphere of despair, but also discredited the fragile Weimar democracy and its moderate parties which failed to respond adequately. They may also suggest that such a situation provided an opportunity for the two main extremist parties opposed to Weimar: the communists and the Nazis. However, they may also argue that it was the skill of the Nazis in exploiting this opportunity that best explains their rise (through their skillful propaganda, playing on people's fear of communism and hopes for a better future, through their apparent 'action' in dealing with Communists on the street, through the charismatic appeal of their leader, Hitler, and so on). In addition they may point the finger at the failure of key political figures like von Papen, Schleicher and Hindenburg.

**23 To what extent did the Nazis achieve the aims of their social policies?**

No set answer is looked for but candidates will need to address the question.

Candidates need to discuss what the Nazis were aiming to do in their social policies and then assess the impact of those policies. Social policies include their policies towards children, education, women, workers and arguably race and the Church. Candidates may discuss some or all of these. Better candidates may discuss the overarching vision of the Nazis of a '*volks-gemeinschaft*', or people's community, the desire to create a population indoctrinated with Nazi ideas that would lay the foundation for the thousand year Reich. Candidates may suggest that Nazi policies may have had the greatest impact on the young and least on the old, and may discuss the impact of particular policies (such as the attempts to encourage women to have children or produce the necessary martial qualities in the young). They may question the success of policies by reference, for example, to the growth of resistance in the young, for example.

**24 How successful was Adenauer's foreign policy?**

No set answer is looked for but candidates will need to address the question.

Success may be assessed in terms, for example, of aims, outcomes and the historical context. Candidates may discuss the steps by which West Germany became integrated into Europe, the Schuman Plan and the ECSC, its winning of international recognition, the rearmament problem and the EDC, and its joining of NATO, the ending of the 'Occupation Statute', relations with the Soviet Union and GDR and the 'Hallstein Doctrine', the problem of West Berlin and the Berlin crisis. Candidates may place their discussion of success in the context of relations between France and Germany in relation to economic and military cooperation, and with the USA and the Soviet Union in relation to the centrality of Germany in the Cold War during the 1950s. Overall, candidates are likely to argue that Adenauer's foreign policy must be considered a success, establishing and maintaining West Germany's independence, building relations with France and the Benelux, maintaining the aim of reuniting Germany and so on.

**The Cold War in Europe from 1945 to the 1990s**

- 25** 'America's main aim was to stop the spread of Communism in Europe.' How far do you agree with this view of American foreign policy in Europe from 1945 to 1948?

No set answer is looked for but candidates will need to address the question.

Candidates must deal adequately with the given factor even if they wish to argue that other factors were as or more significant. In relation to the given factor, candidates may discuss the views of Truman, the Truman Doctrine and the Marshall Plan and the development of American policy in relation to Germany. Candidates may draw on the knowledge of the Yalta and Potsdam Conferences, developments in Greece, the moves towards a western military alliance. Candidates may set such discussion in the context of the economic aims of the Marshall Plan and US encouragement of the economic integration of Western Europe (e.g. by reference to the OEEC). Candidates are likely to argue that the economic and political ambitions of the USA were closely linked and that the desire to contain communism was at least as great as the economic interest in aiding West European recovery.

- 26** To what extent did relations between East and West improve in Europe from 1948 to the mid 1980s?

No set answer is looked for but candidates will need to address the question.

This question seeks to elicit responses that can provide an overview of the period and discuss the changes and developments that occurred between 1948 and the 1980s. Candidates may draw on their knowledge and understanding of issues such as: the Berlin Blockade, NATO, the creation of East and West Germany, Hungary, the Berlin Wall, Détente, the Helsinki Accord and the 'New Cold War'. Candidates may argue that there is no clear pattern of improved relations and that relations were very poor both for most of the 1950s and early 60s and in the early 1980s and that the improvement in relations during the later 1960s was relative rather than decisive, despite Brandt's *Ostpolitik* and the Helsinki Agreement.

- 27** To what extent were economic problems the main reason for the collapse of Soviet power in Eastern Europe?

No set answer is looked for but candidates will need to address the question.

Candidates must deal adequately with the given factor even if they wish to argue that other factors were as or more significant. In relation to the given factor, candidates may discuss the longer term development of economic strains in the USSR since the mid 1970s when its industrial production began to fail and the technological lead of the West accelerated. The strains on the Soviet economy because of its international commitments, not least the war in Afghanistan also took their toll. Candidates may also refer to the economic motives that resulted in *perestroika* and the encouragement of reform amongst the Soviet Union's allies. Candidates may balance their discussion of economic difficulties by setting them in the context of Gorbachev's reforms: the repudiation of the Brezhnev Doctrine and policies of *perestroika* and *glasnost*, the beginnings of the break-up of the Soviet Union and their implications for/impact on Eastern Europe, pointing to, perhaps, the legalization of Solidarity in Poland along with democratic elections there and in Hungary, followed by the collapse of communist regimes elsewhere. They may also point to the contrast with the wealth and freedom of the West, the growth of dissidence in Eastern Europe and the impact of the Soviet Union's inability to compete militarily with the USA.

**Crisis in the Middle East 1948-2003****28 To what extent were the actions of the Zionist movement the main reason for the creation of the state of Israel in 1948?**

No set answer is looked for but candidates will need to address the question.

Candidates must deal adequately with the given factor even if they wish to argue that other factors were as or more significant. In relation to the Zionist movement, candidates may point to the origins of the modern desire for a Palestinian homeland for the Jews (e.g. Herzl and the World Zionist Organisation), the encouragement of Jewish immigration to Palestine during the British Mandate, developing Arab-Zionist tensions, the actions of the Irgun and Stern Gang, Ben Gurion and the Jewish Agency, and fighting with the Arab League. Such discussion may be balanced against other factors such as the attitudes and policies of Britain and the USA, the impact of the Second World War and the holocaust. Candidates may argue that although the Zionists did much to press for the creation of a Jewish Homeland, their more extremist elements and their attitudes towards Arabs and their terrorist actions made the creation of a Jewish state more difficult and also alienated opinion.

**29 How successful was Nasser as leader of Egypt?**

No set answer is looked for but candidates will need to address the question.

Success may be assessed in relation to aims, outcomes and/or historical context. Candidates may discuss both domestic and foreign policies. Candidates in developing their argument may refer to some of the following: Nasser's successful establishment of power in Egypt, consideration of his economic and social reforms, the Aswan Dam, his handling of the Suez Crisis, his relations with America and the Soviet Union, his 'leadership' of the Arab World, the attempted union with Syria (the United Arab Republic), the Six Day War. Candidates may argue that Nasser enjoyed considerable success both at home and abroad, raising the prestige of Egypt and Arab states more generally, and bringing beneficial reforms at home. They may argue that the Six Day War was a disaster for Nasser and Egypt, but that he remained well-respected and was greatly mourned when he died in 1970.

**30 Assess the reasons why the Iran-Iraq War (1980-88) lasted so long.**

No set answer is looked for but candidates will need to address the question.

Candidates need to identify and analyse a range of reasons and evaluate their relative significance and/or linkages. Candidates may draw on their knowledge of the course of the war in developing their argument. They may refer to some of the following: Saddam Hussein's lack of military knowledge or experience, poor planning and strategy and the failure of Iraq's attempted knock-out blow at the start of the war; Iranian counter-offensives, the use of poison gas, the failure of the 'tanker war', western arms supplies to Iraq and less obviously to Iran), Iranian fanaticism and 'human wave' tactics. Apart from the military aspects, candidates may discuss the role of the two leaders, Hussein and Khomeini, the involvement of the international community (CIA providing Iraq with key information, for example), the delay in UN involvement (calls for a cease-fire only came in the seventh year of the war).

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