



GCE AS MARKING SCHEME

SUMMER 2025

HISTORY - UNIT 1

PERIOD STUDIES 5, 7 & 8: NON-BRITISH HISTORY

2100UE0-1

2100UG0-1

2100UH0-1

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

SECTION A

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Examine the impact on Spain and the Holy Roman Empire of the challenges facing Charles V between 1516 and 1556. [30]

Candidates will offer an analysis of the impact on Spain and the Holy Roman Empire of the challenges facing Charles in his dual position as King of Spain and Holy Roman Emperor. They will demonstrate knowledge of these challenges and how Charles's response to them may have affected their impact on the regions – either individually or collectively. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- Early on in his reign as King of Spain, Charles I dealt effectively with opposition to his rule during the Revolt of the Comuneros in 1520. This resulted in more effective government in Spain for the rest of Charles's reign.
- The conquest of the "New World" and its colonial exploitation were also successful in terms of imperial gains for Spain, even though the impact on the Indigenous Peoples was brutal. The long-term impact of American silver and gold coming to Spain in large quantities would eventually lead to economic difficulties and inflation.
- The threat to the Empire posed by Ottoman expansion was endemic, first on land and then by sea, so serious crises in the 1520s and 1530s resulted in temporary gains for the Ottomans until Charles was able to organise a response, although the threat continued beyond his reign. The Ottomans continued to prove an issue, especially for the Holy Roman Empire, as they forged an alliance with the French as part of the Habsburg–Valois rivalry.
- Charles was less effective at dealing with religious dissent in Germany, as his attempt to maintain the religious coherence of his realm failed in the face of the spread of Lutheranism in Germany. Initial success in banning Luther and his ideas at the Diet of Worms was undermined by his need for military aid from the princes who supported Luther leading to temporary compromises, war and ultimately the Peace of Augsburg in 1555. Charles was concerned that the dissent brewing in Germany would threaten his control over his other territories, especially in the rest of the Holy Roman Empire.
- At the peak of his power and influence Charles was faced with trying to control possessions that stretched from Mexico across the Atlantic to the borders of the Ottoman Empire in an age where the dominant forms of transport were sail and horse. While this allowed his individual territories to pursue their own interests, it also meant he was not able to achieve the unity and hegemony he wanted.
- Charles ended his reign by abdicating, having failed to bring the uniformity he craved for his disparate possessions, passing the problems he had left unsolved in Spain and the Holy Roman Empire to his son Philip and his brother Ferdinand.
- Candidates may conclude that the impact of the challenges was immense, and that Charles's territories experienced them differently. They may see those challenges as interlinked or largely separate; however, their full extent and severity is open to debate.

0	2	“The impact of Hapsburg–Valois rivalry was the most significant challenge facing France between 1515 and 1547.” Discuss. [30]
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Candidates will offer an appraisal of the impact of Hapsburg–Valois rivalry, ascertaining the extent to which it was the most significant challenge facing France. They will demonstrate knowledge of Hapsburg–Valois rivalry, analysing it and weighing up its significance in relation to other issues and in the context of the period indicated by the question. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- Francis I was involved in fighting the Habsburg–Valois Wars for control of Italy and the Low Countries for most of his reign, which indicates its importance to him and his plans to increase French power. The endemic Habsburg–Valois conflict was a major drain on the finances of the French monarchy and led to a number of financial reforms by the government and an increased tax burden on the people. The need to increase government finances to pay for these wars also led Francis to become increasingly absolutist in his approach to government.
- Francis was so obsessed with fighting these wars that it led to him being absent from France for large amounts of time and led to his capture at Pavia in 1525
- The challenge of government finance was not just confined to the war – it affected many areas of government and life in France so could be seen to be a much more serious issue than the conflict itself.
- Solutions to the financial challenge led to the creation of a bureaucracy that needed to raise taxes: this meant compromises needed to be made with interest groups such as the nobility and the local parlements, leading to an undermining of royal power.
- The need for allies was another challenge facing Francis as the alliance with the Ottomans was only one of convenience as a distraction against a mutual enemy. He failed to agree an alliance with England at the Field of the Cloth of Gold in 1520.
- The impact of the Reformation was beginning to be felt in France and challenges both to the Church and, by implication, royal power such as the Affair of the Placards were becoming increasingly serious.
- Candidates may conclude Habsburg–Valois rivalry was or was not the most significant challenge facing France during the period from 1515 until 1547, perhaps arguing that its significance varied during the period, hence it remains an issue of debate.

SECTION B

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“The Catholic Counter-Reformation was the most significant of the religious changes in Europe between 1500 and 1564.” Discuss. [30]

Candidates will offer an appraisal of the Catholic Counter-Reformation as a religious change in Europe during the specified period. They will demonstrate knowledge of the impact of this “movement”, analysing it and weighing up its significance in relation to other issues that led to religious change at this time. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- Significantly, a much clearer Catholic doctrine was agreed at the Council of Trent to end disputes and make it much easier to detect and isolate heretics.
- There was also significant new machinery for dealing with heresy. This was established in the form of local inquisitions and the Index of Prohibited Books, which not only included works by reformers such as Luther and Calvin, but also those who had criticised the Church but had remained within the Catholic fold, for example Erasmus.
- The Jesuits, founded by Ignatius Loyola, became the foot soldiers of the Catholic efforts to reform, helping to root out heresy but also establishing seminaries, such as the Collegium Romanum, which aimed to properly train priests. These seminaries would, as a result of the Council of Trent, be expanded to enable the Church to increase its influence in hostile territories. The emphasis on spiritual renewal was also significant as it demonstrated the determination of those involved in these Catholic reforms to improve the spiritual lives of Catholics, via strategies such as Loyola’s Spiritual Exercises.
- The refocusing on a spiritual life also had an impact on the culture of Renaissance Europe with its promotion of Baroque art to inspire and foster devotion to God. This would have had a direct visual impact on those who had access to or visited the cultural centres of Catholic Europe.
- Nevertheless, this need for reform was only necessitated by the corrupt state of the Catholic Church at the start of the sixteenth century, and it may be argued that this was the major catalyst for change within the Catholic Church. It led to internal opposition such as that of Erasmus and Thomas More, and established the foundations for open discontent with the state of religious life – at least within political and intellectual circles.
- Alternatively, the scope of the changes provided by the Catholic Counter-Reformation may be weighed against the changes brought about by Luther’s revolt in Germany, which, spread by the printing press, had a very significant influence on Europe in this period. Latterly, these changes may also be compared against the influence of Calvinism, which had a particular impact in Scotland, France and the Netherlands. It may also be noted that the 1555 Peace of Augsburg permanently established religious division in Europe.
- Candidates may conclude that the Catholic Counter-Reformation was not the most significant of the religious changes in Europe during this period; however, they should recognise the debate over the successes of the narrative engineered by the “winning side”.

How effective was the European reaction to the Ottoman threat between 1520 and 1571? [30]

Candidates will offer an appraisal of the European reaction to the Ottoman threat. They will demonstrate knowledge of the European reaction, analysing it and weighing up its significance in the context of the period specified. If candidates elect to include other issues affecting Europe, or the efficacy with which Europe dealt with other areas of concern, this may only be done to illuminate the level to which the European reaction to the Ottoman threat was effective. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- Great Ottoman victories such as that at Mohács were only temporary, and effective resistance from Europeans quickly led to Ottoman retreats.
- Ottoman attacks and victories were intermittent rather than continuous, at least in part because once European forces could be effectively put in the field it was possible to counter the Ottoman threat, even if only temporarily.
- European unity after the 1559 Treaty of Cateau-Cambrésis, which ended the Habsburg-Valois conflict, meant that the Ottomans could no longer play European powers off against each other which increased the potential for a more effective European response.
- The Holy League, which joined together several European forces (including the Papal States, Spain, the Republics of Venice and Genoa as well as other regions of Italy, and the Knights of Malta) led to the Europeans' decisive victory at Lepanto in 1571, significantly reducing the Ottoman threat.
- The Ottomans benefitted from the Habsburg-Valois rivalry from the 1520s to the 1550s, even making an alliance with the French against the Habsburgs, which undermined the effectiveness of the European response to their attacks on land and at sea.
- The Ottoman threat did not affect all European countries equally and it was the Habsburgs with their territories in the east and their domination of Mediterranean trade who were most affected. As such, the effectiveness of the European response varied across the continent.
- The effectiveness of Ottoman strategy was undermined first by the death of the Ottoman Admiral, Hayreddin Barbarossa in 1546, and then by the death of the Sultan, Süleyman the Magnificent in 1566, making it easier for the European powers to respond to the Ottoman threat.
- Overall, candidates may conclude that the European reaction to the Ottoman threat was very mixed and relied upon the success of European relations as much as it did to the threat of the Ottomans. The threat evolved across the period as did reactions to, and thus there is much for historians to debate on this issue.

SECTION A

0 1

To what extent were Napoleon III's domestic policies responsible for the collapse of the Second Empire?

[30]

Candidates will offer an appraisal of the impact of Napoleon III's domestic policies on the collapse of the Second Empire. They will demonstrate knowledge of the named issue, analysing it and weighing up its significance. Where relevant, this will be done in the context of other issues. The response will focus on the period indicated by the question, and in answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- It can be argued that Napoleon III's educational and religious policies alienated many Catholics who thought the church was being disadvantaged.
- The political reforms led to increased opposition, however, the Emperor retained a dominant position in people's affections and received their support.
- Napoleon's economic policies had a negative impact, particularly on trade, which saw French industries lose out to cheaper British competition.
- The reconstruction of Paris between 1854 and 1870, while creating a vibrant modern city, resulted in large-scale disruption and dislocation of the urban population, mostly among the working class.
- Beginning in 1852, Napoleon III encouraged the creation of new banks, such as Crédit Mobilier, which sold shares to the public and provided loans to both private industry and to the government. When these ran into difficulties many ordinary investors suffered acutely.
- It is possible to argue that, ultimately, it was Napoleon III's foreign policy that led to the collapse of the Empire – his abortive involvement in Mexico and his dealings with Bismark, in which he came away second best. The Franco–Prussian war was his ultimate undoing as the Prussian Chancellor clearly outmanoeuvred him.
- Napoleon's support of nationalist causes in Europe was costly and the economy was unable to fully support his actions.
- Overall, candidates may conclude that Napoleon's domestic policies were or were not responsible for the collapse of the Second Empire, or that they formed a part – fundamental or limited – in contributing to its ultimate fall.

0	2	“The role of key personalities was the most important cause of German unification.” Discuss with reference to the period from 1848 to 1871.	[30]
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Candidates will offer an appraisal of whether key personalities – and what they did – was the most important cause of German unification during the specified period. They will demonstrate knowledge of the role of key personalities, analysing what they did and weighing up their importance to the process of German unification in the context of other issues. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- A number of key personalities contributed to German unification, and these should be considered. The role of Frederick William IV and the Frankfurt parliament through to the Erfurt Union played an important part in the progress towards unification.
- The differing emphasis of contributions may also be discussed, for example the political and diplomatic efforts of Joseph Maria von Radowitz alongside, or compared to, the military strategy – and its execution – of Helmuth von Moltke.
- The diplomacy and vision of Otto von Bismark played a decisive role in unification during the 1860s and was decisive in bringing about unification following the Franco–Prussian War, 1871 (although it may be noted that Bismark only wanted to unite north Germany but took the southern states as a result of the Austro–Prussian war and the weak state of Austria).
- Candidates may wish to argue that economic factors played a crucial role in helping to bring about unification notably the industrial development of Prussia. The Zollverein was already well established by 1848 with Prussia as its leading light. This offered an alluring glimpse of what unification of the states could look like.
- The progress of the Prussian economy, including railways, steel, coal and chemicals, and its rapid development after 1848 made possible a powerful military machine that could and would ultimately bring about German unification should not be underestimated.
- The rise of German nationalism which had been gathering pace since 1848 was crucial in helping to pave the way for the smaller German states to unite with Prussia and create a second Reich.
- Overall, candidates may conclude that, collectively, key personalities were the most important cause of German unification, or that specific individuals had an impact that outweighed that of others. Alternatively, it could be argued that other factors had a greater impact; however, any other factors raised should be debated against the importance of key personalities.

SECTION B

0 3 “The Eastern Question caused more tensions in Great Power relations than any other issue between 1780 and 1856.” Discuss. **[30]**

Candidates will offer an appraisal of the importance of the Eastern Question as a cause of tensions in Great Power relations. They will demonstrate knowledge of the Eastern Question, analysing it and weighing up its significance in the context of other issues. The response will focus on the period indicated by the question and, in answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- It can be argued that the perceived weakness of the Ottoman Empire and the desire to gain advantages from this, certainly drew in some of the Great Powers, most notably Russia.
- Britain became concerned with the potential decline of the Ottoman Empire and the threat to its trading route with India if Russia achieved its desire to expand into the Balkans. This fomented significant tension in the near east.
- There was real concern about the way Russia appeared to be becoming increasingly involved in the Balkan part of the Ottoman Empire and was assuming the protection of Orthodox Christians, who were Ottoman subjects.
- Candidates may argue that much of the earlier part of the period from 1792 until 1815 was dominated by the various struggles against France (the Revolutionary and Napoleonic Wars (1792–1815)).
- The great challenge during the period from 1792 to c.1822 was to ensure that France was defeated and prevented from destabilising the balance of power in Europe.
- The Eastern Question only really emerged as an issue after 1815 when the slow process of dismemberment of the Ottoman Empire began with the struggle for Greek independence.
- The Eastern Question affected not all the powers: Prussia and, to a lesser extent, Austria, for example, can be viewed during this period as bystanders to unfolding events.
- European relations experienced periods of great tension during this period, and the Eastern Question, the issue of nationalism and rights, as well as the situation regarding France earlier in the period, have drawn historians’ attention and been a source of great debate. Ultimately, candidates may conclude that the Eastern Question was or was not the source of greatest tension at this time, but the emphasis of their debate will be on the Eastern Question.

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How significant was the growth of opposition to the state in Russia during the period from 1825 to 1881? **[30]**

Candidates will offer an appraisal of the growth of opposition in Russia. They will demonstrate knowledge of the growth of opposition, analysing it and weighing up its significance. If candidates elect to cover other issues that affected Russia and/or the Russian state during this period this may only be done to illuminate the comparative significance of the growth of opposition, which must remain the focus of the response. The response will focus on the period indicated by the question and, in answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- There was a significant challenge from the Decembrists shortly after the ‘disputed’ accession of Nicholas I. This was not much more than an attempted palace coup by a group of liberal minded nobles.
- Although the suppression of the Decembrist revolt was swift, the legacy of the movement lasted even in Siberian exile.
- Russia’s failure in the Crimean War exposed the inadequacy of its military and administrative systems and the accession of Alexander II, prompted a series of reforms. However, these did not satisfy the radicals and the Polish–Lithuanian part of the empire, which was already seeking independence, was excluded from these reforms. Separatist movements were brutally suppressed and martial law was introduced in Lithuania in 1863, which lasted until 1903.
- Opposition to Alexander II and the tsarist state, whilst small, was growing. There were several attempts to assassinate the Tsar and revolutionary groups such as the People’s Will (1879) were formed. Alexander was assassinated by the group in 1881.
- The forces tasked with maintaining security were ruthless and monitored potential opposition groups with varying degrees of success.
- The rigid control imposed by the absolute system of Tsarism ensured that for the most part the population was pliant and did not pose a serious threat to the state.
- Overall, candidates may conclude that opposition to the Russian state was significant and diverse during this period. However, the extent to which it paved the way for the transformation of Russia in subsequent decades is an issue hotly debated by historians.

SECTION A

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“The civil war had the most significant impact on the lives of the Russian people.” Discuss with reference to the period between 1917 and 1939. [30]

Candidates will offer an appraisal of significance of the civil war as a factor affecting the lives of the Russian people. They will demonstrate knowledge of the civil war and its impact, analysing it and weighing up its significance in the context of other issues. The response will focus on the period indicated by the question and, in answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- Almost 10 million lives were lost as a direct result of the civil war, mostly civilian and many as a result of the actions of the Cheka who murdered those that opposed the Bolsheviks. Repression and disease were widespread.
- However, the events of 1917 which led to the civil war may be considered as having a more significant impact. The causes of the revolutions of 1917 were partly based on the impact that issues such as the failure of land reform and industrial unrest and war had on the lives of the Russian people.
- The First World War had a significant impact on the lives of the Russian people. Discontent about the conduct of the war went hand in hand with distribution issues that hampered the availability of ammunition and food. An army starved of weapons and food was unlikely to stand for a discredited royal family and fight.
- Lenin’s New Economic Policy allowed peasants to keep surplus produce, private trade was re-introduced, and food production increased. As a result, the economy began to recover somewhat, and the ordinary Russian was probably better off than at any time since 1914.
- Stalin’s Five-Year Plans significantly affected the lives of most Russian people. The development of heavy industry and an increase in consumer goods led to a remarkable economic turnaround and by the mid-1930s medical care, education and holidays with pay became available.
- However, many people were to suffer for this new economic development. Harsh measures were used to exploit workers and punish those deemed to be not meeting targets.
- Collectivisation also led to harsh repression, and many were taken to labour camps or shot. Over 5 million peasants died of starvation and the famine claimed the lives of another 10 million Russians. This had a significant impact, mostly negative.
- The lives of the Russian people were undeniably changed over the course of this period, however, given the rapidity of the changes in Russian and later Soviet government and administration, the severity of the impact of the civil war during this time is a matter of contention.

How effective was resistance and opposition in Nazi Germany between 1933 and 1945?

[30]

Candidates will offer an appraisal of the effectiveness of resistance and opposition in Nazi Germany during the specified period. They will demonstrate knowledge of resistance and opposition in Nazi Germany, analysing it and weighing up its significance. If candidates elect to include other factors, for example opposition to Nazi Germany from outside of Germany, this may only be done to illuminate the effectiveness of resistance and opposition within Germany. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- Any discussion about the effectiveness of resistance and opposition to the Nazi regime should be mindful of the effect of Nazi propaganda. The brutal suppression of dissent and the support of ordinary German people for the regime hampered the effectiveness of all opposition groups.
- Religious opposition came from the Protestant Church, which formed its own Confessional Church in direct opposition to the Nazi regime. Also, despite the Concordat, hundreds of Catholic priests opposed the Nazi regime. However, religious opposition was hampered by disunity with many religious leaders more than willing to bend to the Nazi regime.
- Opposition from the 'young' came from various groups such as the Edelweiss Pirates and the White Rose Group, which became more active during the war years. Such was the power of the Nazi secret police that they had little effect.
- Political opposition came from the Social Democratic Party who were so persecuted they had to relocate to Prague. Calling themselves Sopade [SoPaDe] they worked underground in Germany forming the resistance group the Red Shock Troop [Der Roter Stoßtrupp] with some 3 000 members in 1933 calling for the overthrow of the Nazi regime. However, such was the popularity of the Nazi regime, the Troop's attempts to undermine the Nazis were largely ineffective.
- Politically, the German Communist Party (KDP) opposed the Nazi regime but was targeted following the Reichstag fire and ruthlessly persecuted. If its aim was to undermine the regime, it had some limited success with its newspaper *Die Rote Fahne* continuing to be published and circulated within Germany.
- German workers, although initially warm to the Nazi regime, soon organised resistance campaigns such as strikes and go-slows. Much of this was directed against the Nazis but to some extent it also was a reaction to deteriorating working conditions or rising food prices.
- Militarily, Hitler faced opposition and resistance, with various attempts on Hitler's life. The plot by Hans Ostler, and the better known Operation Valkyrie, undermined the regime's credibility but did not achieve their aims and therefore the effectiveness can be questioned as gestures of opposition and resistance.
- Overall, candidates may conclude that the effectiveness of opposition to Nazi Germany within the regime was limited; however, this may be argued to have been the consequence of repression rather than any particular inadequacies within the opposition groups and movements.

SECTION B

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Examine the causes of tensions in European relations between 1890 and 1939.
[30]

Candidates will offer an analysis of the causes of tensions in European relations. They will demonstrate knowledge of the various tensions in Europe during the specified period, and their causes. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- From 1890 and the death of Bismarck, German aggression began to create tensions in European relations with German naval aspirations and Weltpolitik creating an arms race which threatened the delicate thread of alliances that existed in Europe.
- The pursuit of an aggressive imperialist policy by European powers, and the subsequent scramble for Africa, pitted European powers against each other. Distrust of other countries' motives increased but their abilities to reach an amicable outcome in events such as the Fashoda Incident and the Agadir Crisis may suggest an appetite for decreasing tensions rather than inflaming them.
- At this time, the emergence of alliances and ententes turned Europe into two opposing blocks, despite it not being the intention in some respects. Given the International situation it may be argued that such moves were likely to be seen as hostile rather than defensive.
- The Treaty of Versailles (1919) ended the First World War, but its harsh terms against Germany sowed seeds for future conflict, damaging international relations.
- The war initiated the League of Nations as a global peacekeeping body (1920). This created the politics of reconciliation. Its efficacy in tackling tensions in Europe through collective security can be debated but there is no doubt that The Dawes Plan and the Locarno Agreements at least promised a fresh start after the bitterness of the immediate post-war period and a hint at an era of peace and security.
- The Great Depression led to economic hardship worldwide, reducing international collaboration and increasing nationalistic attitudes. The failure of appeasement and the League of Nations to respond to aggression in this period may have emboldened aggressive European nations to follow a more militaristic approach.
- Growing political and social instability in this period allowed extremist ideologies to flourish, most notably Fascism in Italy and Nazism in Germany. Germany under Adolf Hitler pursued a policy of aggression and territorial expansion, leading to the Munich Agreement (1938) and ultimately the Second World War.
- European relations undoubtedly experienced periods of great tension during this period. The causes of these are varied and numerous and historians have expended much effort in attempting to emphasise a particular cause or group of causes, thus there is much to debate in this area.

To what extent did tension, rather than co-operation, shape European relations between 1945 and 1991? [30]

Candidates will offer an appraisal of the impact of tension and co-operation in shaping European relations during the specified period. They will demonstrate knowledge of the effects of tension and co-operation, analysing them and weighing up their significance in shaping European relations. While it is not required by the question, if candidates elect to refer to other factors that shaped European relations, for example external forces, this can only be done to illuminate the significance of tension and/or co-operation in Europe. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- The Cold War itself embodied the concept of tension rather than co-operation between nations and there was a widening gulf of suspicion and accusation between the West and the East throughout the period. However, the Truman Doctrine and the Marshall Plan may also have increased the idea of greater co-operation and containment rather than conflict.
- The division of Germany for 41 years would forever be a symbol of tension within Germany and Europe with the Berlin Airlift and the building of the Berlin Wall being a clear indication that there was more tension between the West and the East in the 1960s than co-operation.
- The formation of NATO in 1949 and the Warsaw Pact in 1955 were aggressive moves rather than defensive and was a clear indication that the fear of war characterised European relations in this period. However, the willingness of European partners to work together may also indicate a desire for increased co-operation.
- In Europe, détente led to an acceptance of European borders through the Helsinki agreement and the acceptance of the principle of human rights. However, the period of détente may be considered as being too brief to have any lasting effect and by 1977 the arms race had re-started and the invasion of Afghanistan in 1979 saw an increase of hostility between east and west in Europe.
- The arms race and deployment of missiles in Europe throughout the period was a stark reminder that the threat of nuclear war was a constant throughout the period but also an indication that mutual defence was a cornerstone of the approach adopted by both the East and the West.
- The drive for European economic co-operation was underpinned by the principle of co-operation and closer unity, although Britain's attempt at joining the European Economic Community (and others' resistance to it) may suggest that all did not share the idea of co-operation.
- Throughout the period it may be argued that there was economic and military co-operation in Western Europe as well as in Eastern Europe and the tensions were mostly between the power blocs rather than within them. However, tensions in the Eastern bloc were never far away and may have contributed towards the collapse of communism by the end of 1991.
- European relations undoubtedly experienced periods of great tension during this period, and blocs within it, much cooperation, and thus there is much nuance in historians' interpretations of this period.