

History A

Advanced Subsidiary GCE

Unit **F962/02**: European and World History Period Studies
Option B: Modern 1795-2003

Mark Scheme for June 2012

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2012

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Subject-specific Marking Instructions

**Distribution of marks for each level that reflects the Unit's AOs and corresponds to the UMS
2 answers: each maximum mark 50.**

	A01a	A01b
IA	21 – 24	24 – 26
IB	18 – 20	22 – 23
II	16 – 17	19 – 21
III	14 – 15	16 – 18
IV	12 – 13	13 – 15
V	9 – 11	11 – 12
VI	4 – 8	6 – 10
VII	0 – 3	0 – 5

Notes:

- (i) Allocate marks to the most appropriate level for each AO.
- (ii) If several marks are available in a box, work from the top mark down until the best fit has been found.
- (iii) Many answers will not fall at the same level for each AO.
- (iv) Analysis refers to developed explanations; evaluation refers to the argued weighing up/assessment of factors in relation to their significance in explaining an issue or in explaining linkages between different factors.

AOs	AO1a	AO1b
Total mark for each question = 50	Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.	Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of: <ul style="list-style-type: none"> - key concepts such as causation, consequence, continuity, change and significance within an historical context; - the relationships between key features and characteristics of the periods studied
Level IA	<ul style="list-style-type: none"> • Uses a wide range of accurate, detailed and relevant evidence • Accurate and confident use of appropriate historical terminology • Answer is clearly structured and coherent; communicates accurately and legibly <p style="text-align: center;">21 – 24</p>	<ul style="list-style-type: none"> • Clear and accurate understanding of key concepts relevant to analysis and to the topic • Clear and accurate understanding of the significance of issues in their historical context • Answer is consistently and relevantly analytical with developed and substantiated explanations, some of which may be unexpected • The argument evaluates a range of relevant factors and reaches clearly substantiated judgements about relative importance and/or links. <p style="text-align: center;">24 – 26</p>
Level IB	<ul style="list-style-type: none"> • Uses accurate, detailed and relevant evidence • Accurate use of a range of appropriate historical terminology • Answer is clearly structured and mostly coherent; writes accurately and legibly <p style="text-align: center;">18 – 20</p>	<ul style="list-style-type: none"> • Clear and accurate understanding of most key concepts relevant to analysis and to the topic • Answer is mostly consistently and relevantly analytical with mostly developed and substantiated explanations • Clear understanding of the significance of issues in their historical context. • Substantiated judgements about relative importance of and/or links between factors will be made but quality of explanation in support may not be consistently high. <p style="text-align: center;">22 – 23</p>

AOs	AO1a	AO1b
Level II	<ul style="list-style-type: none"> • Uses mostly accurate, detailed and relevant evidence which demonstrates a competent command of the topic • Generally accurate use of historical terminology • Answer is structured and mostly coherent; writing is legible and communication is generally clear <p style="text-align: center;">16 – 17</p>	<ul style="list-style-type: none"> • Mostly clear and accurate understanding of many key concepts relevant to analysis and to the topic • Clear understanding of the significance of most relevant issues in their historical context • Much of the answer is relevantly analytical and substantiated with detailed evidence but there may be some description • The analysis of factors and/or issues provides some judgements about relative importance and/or linkages <p style="text-align: center;">19 – 21</p>
Level III	<ul style="list-style-type: none"> • Uses accurate and relevant evidence which demonstrates some command of the topic but there may be some inaccuracy • Answer includes relevant historical terminology but this may not be extensive or always accurately used • Most of the answer is organised and structured; the answer is mostly legible and clearly communicated <p style="text-align: center;">14 – 15</p>	<ul style="list-style-type: none"> • Some / uneven understanding of key concepts relevant to analysis and of concepts relevant to their historical context • Answers may be a mixture of analysis and explanation but also simple description of relevant material and narrative of relevant events OR answers may provide more consistent analysis but the quality will be uneven and its support often general or thin. • Answer considers a number of factors but with very little evaluation of importance or linkages between factors / issues • Points made about importance or about developments in the context of the period will often be little more than assertions and descriptions <p style="text-align: center;">16 – 18</p>

AOs	AO1a	AO1b
Level IV	<ul style="list-style-type: none"> • There is deployment of relevant knowledge but level / accuracy of detail will vary; there may be some evidence that is tangential or irrelevant. • Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication. <p style="text-align: center;">12 – 13</p>	<ul style="list-style-type: none"> • Understanding of key concepts relevant to analysis and the topic is variable but in general is satisfactory. • Limited and patchy understanding of a few relevant issues in their historical context. • Answer may be largely descriptive / narratives of events and links between this and analytical comments will typically be weak or unexplained OR answers will mix passages of descriptive material with occasional explained analysis. • Limited points made about importance / links or about developments in the context of the period will be little more than assertions and descriptions <p style="text-align: center;">13 – 15</p>
Level V	<ul style="list-style-type: none"> • There is some relevant accurate historical knowledge deployed: this may be generalised and patchy. There may be inaccuracies and irrelevant material also • Some accurate use of relevant historical terminology but often inaccurate / inappropriate use • Often unclear and disorganised sections; writing will often be clear if basic but there may be some illegibility and weak prose where the sense is not clear or obvious <p style="text-align: center;">9 – 11</p>	<ul style="list-style-type: none"> • General and sometimes inaccurate understanding of key concepts relevant to analysis and of concepts relevant to the topic • General or weak understanding of the significance of most relevant issues in their historical context • Attempts at analysis will be weak or generalised, based on plausible but unsubstantiated points or points with very general or inappropriate substantiation OR there may be a relevant but patchy description of events / developments coupled with judgements that are no more than assertions • There will be some understanding of the question but answers may focus on the topic not address the focus of the question <p style="text-align: center;">11 – 12</p>

AOs	AO1a	AO1b
Level VI	<ul style="list-style-type: none"> • Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy • Answer may have little organisation or structure; weak use of English and poor organisation <p style="text-align: center;">4 – 8</p>	<ul style="list-style-type: none"> • Very little understanding of key concepts • Very limited understanding of the topic or of the question's requirements • Limited explanation will be very brief / fragmentary • The answer will be characterised by generalised assertion and/or description / narratives, often brief <p style="text-align: center;">6 – 10</p>
Level VII	<ul style="list-style-type: none"> • No understanding of the topic or of the question's requirements; little relevant and accurate knowledge • Very fragmentary and disorganised response; very poor use of English and some incoherence <p style="text-align: center;">0 – 3</p>	<ul style="list-style-type: none"> • No understanding of key concepts or historical developments. • No valid explanations • Typically very brief and very descriptive answer <p style="text-align: center;">0 – 5</p>

Question	Answer	Marks	Guidance
1	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: the nature of the constitution of the Directory which made it weak and increasingly dependent on the military; the internal politics of the Five Directors and their rivalries; unrest at home and the growing desire for change; and the impact of defeat by the Second Coalition. Candidates may well argue that the weakness of the Directory provided Napoleon with the opportunity to seize power, but that, on its own, it does not explain his rise. Candidates may refer to other factors, such as: Napoleon's rise in the military and the reputation he gained from Toulon to Egypt; the significant role played by politicians like Barras; aspects of the Coup of Brumaire such as the role of Napoleon's brother and the miscalculation of Sieyès and others who had hoped for a tame general (and here the reluctance of generals like Moreau to play the role is significant); and, of course, Napoleon's own ambitions.	50	No set answer is looked for but candidates will need to address the question.
2	Candidates may argue that the change from Republic to Empire was always likely by stressing, for example, the increasing authoritarianism of Napoleonic rule (eg institution of hereditary principle in the Constitution of the Year X, the increasing use of <i>senatus consultum</i> and limitations on the power of the Tribunate, the use of censorship and the centralization of political authority in Napoleon's hands as First Consul). They may argue that the story of Napoleon's rule was therefore one of increasing dictatorship from the start and that 1804 was just one stage in this process. They may also suggest that imperial authority was a necessary stage in the consolidation of Napoleon's authority in France (his use of the imperial nobility, for example, helped tie key people to his rule), helped fulfill his ambition to establish a dynasty and was an aspect of his aspirations for recognition amongst the crowned heads of Europe.	50	No specific answer is looked for. Candidates need to identify and evaluate a range of reasons.
3	Candidates may well argue in favour of the contention and refer to the demands made of Imperial territories in terms of taxation, resources and manpower for the military. They may refer also to the looting of works of art to be brought back to France and to his removal of his brother Louis as King of Holland for failing to put France first. Candidates may also discuss the Continental Blockade and System as direct evidence of the subordination of the Empire to French needs. That said, candidates may also discuss the 'positive' reforms that the Empire brought to those areas in both government and the introduction of French 'Revolutionary' ideas and of the role of the Empire as a means of rewarding able servants and providing for his family.	50	No specific answer is looked for. Candidates must deal adequately with the view given even if they wish to argue that other aims were more significant.

Question	Answer	Marks	Guidance
4	In discussing the growth of liberal opposition, candidates may refer to the revolutionary heritage, the desire to implement political reform, the reaction to Charles X's policies toward the nobility and the Catholic Church and his disbanding of the Paris National Guard. As this suggests, candidates may well argue that the growth of liberal opposition was at least in part the result of Charles X's policies and may suggest that Charles brought about his own downfall, pointing to the policies of Villele and, then, the ultra Polignac culminating in the Ordinances of St Cloud at a time when the Crown's best troops were in Algeria. Candidates may also consider the role of renewed economic crisis after 1826 in bringing about conditions that led to revolution.	50	No specific answer is looked for. Candidates must deal with the issue raised in the question even if they wish to argue that other factors were as or more important in Charles X's overthrow in 1830.
5	In relation to Louis Philippe, candidates may argue that the 'bourgeois' monarch did little to endear himself to his people, that he was innately conservative, indifferent and inactive ('immobilism', 'enriches-vous' and 'laisser-faire'), failed to deliver 'la gloire' in foreign policy, and failed to bring in liberal or social reforms. Such discussion needs to be set in the context of other factors to enable an evaluation of 'To what extent?'. These include: 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 growth of political opposition (liberals, Bonapartists, socialists); and the desire for reform (Reform Banquets).	50	No specific answer is looked for. Candidates must deal with the given factor (Louis Philippe's personal responsibility) adequately even if they wish to argue that other factors were as or more significant.

Question	Answer	Marks	Guidance
6	<p>Candidates may set their consideration in the context of Napoleon III's desire to do something to help the poor by means of economic stimulus. Clearly there were some benefits for France. For example, candidates may point in particular to state stimulus to railway building (with a tenfold increase in kilometres of railway during his period of rule) through the operation of 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 promotion of banking (Credit Mobilier) and free trade (Chevalier Treaty with Britain). They are also likely to discuss Haussman's work in rebuilding central Paris: 136 km of new boulevards and squares with elegant new buildings along them, and a new sewer system. The benefits in terms of prestige and appearance were certainly impressive, but the cost was high with 20,000 homes destroyed and no attempt to provide housing for the poor. Similarly the cost of the stimulus to railway building was a speculation boom, and the foundations of the new banking system were unsound (Credit Mobilier had to be rescued in 1867). There was also much criticism of Napoleon III's free trade policy that removed protective tariffs from French businesses.</p>	50	<p>No specific answer is looked for. Candidates should consider both the nature and extent of any benefits and any 'costs' or disbenefits.</p>
7	<p>In assessing the importance of the policies of Federal governments, candidates may discuss some of the following areas: Federal sponsorship of exploration and surveying; Federal acquisition of territory (the Louisiana Purchase, Oregon, Texas, New Mexico and California); the organization of acquired lands into territories and states; the role of the Federal army in policing the frontier, the trails west and dealing with Native Americans; Federal sponsorship of communications (especially the trans-continental railway); Federal encouragement to settlement through legislation such as the Homestead Act. To balance such discussion candidates may argue that Federal policy often followed rather than preceded settlement and the real stimulus came from the needs of fur traders, cattlemen, farmers and that miners as well as those seeking refuge, like the Mormons, from persecution, and the development of communications.</p>	50	<p>No specific answer is looked for. Candidates will need to deal with the given factor even if they wish to argue other that factors were as or more important.</p>

Question	Answer	Marks	Guidance
8	<p>Candidates may discuss reasons such as: the constant westward pressure by a growing white population, the mutual misunderstanding arising from different cultures, the incompatibility of nomad / hunter-gatherer and white settler / farming / western political cultures, the destruction of the buffalo on the Plains as they were settled and railways pushed through, the impact of minerals finds and the subsequent 'rushes', disease (that wiped out an estimated 30 – 40% of the Native American population), 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 and Second Seminole Wars, Andrew Jackson and the Indian Removal Act of 1830 and the 'trail of tears', the Black Hawk War, Reservations, the Laramie Treaty, Sand Creek massacre, the Fetterman massacre, the Red River War, Little Big Horn, Wounded Knee. Candidates may argue that the underlying reason was the pressure of westward expansion: there was no strategy peaceful or warlike that allowed for a permanent settling of the 'Indian question'.</p>	50	<p>No specific answer is looked for. Candidates will need to identify and analyse a number of reasons and evaluate their relative importance and/or links.</p>
9	<p>In relation to superior resources, candidates may compare North and South in terms of the relative size of populations, the degree and extent of economic development, economic resources and railways, merchant navy and trade and so forth, arguing that in the long term the North's superiority would tell in any war of attrition. Such discussion needs to be balanced against other factors that shaped the war's course and influenced its outcome, such as war aims, strategies, army sizes, generalship, morale, battles and campaigns, political leadership, public opinion, international opinion and support. Candidates may argue that at first the two sides were evenly matched and that, if anything, the South had advantages over the North and that resources only became significant as the war dragged on without decision and the North found a strategy for making those superior resources count.</p>	50	<p>No specific answer is looked for. Candidates must deal with the given factor adequately even if they wish to argue that other factors were more important.</p>

Question	Answer	Marks	Guidance
10	<p>Candidates may discuss the failure of the Schlieffen Plan, the 'Miracle on the Marne' and the subsequent 'race to the sea'. They may also point to the relatively rapid mobilisation of the Russians and the impact of their offensives in the East. Candidates may also point to the issues of technology that affected the initial course of the war, pointing to the exposure of cavalry and infantry in attacking strong entrenched positions, the impact of disciplined rifle, machine gun and artillery fire, the difficulties of supply for a rapidly advancing army, the 'digging in' of defending forces and so forth. Candidates may also argue that no side had a decisive advantage in numbers, tactics or strategy and that whilst technology (railways) allowed masses of troops to be brought to near the front, their ability to move thereafter was limited to speed on foot. They may also argue that military technology favoured the entrenched defender and commanders struggled to find solutions to the problem of effective offensive warfare. The question requires candidates to go beyond 1914 and therefore they make reference to the heavy casualties at battles, such as Verdun, in the period 1915-1917.</p>	50	<p>No specific answer is looked for. Candidates will need to identify and analyse a range of reasons and evaluate their relative significance and/or links between them.</p>
11	<p>Candidates may well argue strongly in favour of the view given and point to the immense blow to the prestige of the new organisation once its originator and the major power (the USA) declined to join. Britain and France, the other major powers, were less than fully committed and without their active support the League had little chance. Candidates may balance such discussion against other factors such as structural weaknesses of the organization, no army, the difficulties in securing agreement on action given the need for unanimity, limited membership and the absence of other key powers such as Russia, the pressures on members in the face of international aggression and economic depression, etc).</p>	50	<p>No specific answer is looked for. Candidates will need to discuss the merits of the view given even if they wish to argue for a different view.</p>

Question	Answer	Marks	Guidance
12	Candidates are likely to focus their attention on British policy towards Germany (Appeasement) and may focus on the late 1930s, discussing the 'encouragement' given to Hitler by the failure of Britain (and other great powers) to act over rearmament, the invasion of the Rhineland, the annexation of Austria, the issue of the Sudetenland and the Munich crisis. Candidates are likely to balance their discussion of the role of British policy in the context of weakness or isolation in other democratic states, the international instability resulting from the Great Depression, the failure of the League of Nations, the isolationism of the USA, and the aggressive policies of Japan, Italy and especially Germany. It is unlikely that candidates will fully endorse the contention in the question and may well place Hitler's foreign policy at the heart of their answer, arguing that whilst British policy may have been ill-judged in retrospect, Hitler was behind the 'crises' that led to war.	50	No specific answer is being looked for.
13	Candidates may discuss policies in relation to the following 'problems': the growth of political opposition; the 1905 Revolution; the backwardness of the economy, industrialization and agriculture; the land question. In relation to political problems, candidates are likely to focus on political repression and the response to the 1905 Revolution. Here they may argue that, superficially at least, the Tsar's approach was effective: political opposition was repressed, the concessions made after the 1905 Revolution (October Manifesto, Fundamental Laws, Dumas) were more symbolic than real. In relation to economic problems candidates may focus their attention on the economic policies of Witte and Stolypin. In relation to industry, candidates may argue that Witte's reforms were effective insofar as there were some impressive percentage improvements in heavy industrial production and railway extension, there was also a price in terms of urban living and working conditions; the unrest of 1905 and the strikes of 1912 – 14 can be seen as evidence of the limited effectiveness of reforms. In relation to agriculture and the peasantry candidates may discuss measures such as peasant resettlement to Siberia, Stolypin's measures to encourage peasant independence and release of state lands to the peasants. They may argue that effectiveness was limited, with more success in encouraging peasant landownership than in creating viable consolidated farms.	50	No specific answer is looked for. Candidates will need to identify and explain the problems facing the Tsar and then assess the effectiveness of his policies towards those problems

Question	Answer	Marks	Guidance
14	<p>The focus of the question is on 1917 and specifically reasons for the October Revolution. Lenin's leadership is likely to feature and candidates may refer to the significance of his return in April, the April Theses, his determination not to cooperate with the Provisional Government, the July Days, and his pressing for a Bolshevik revolution in October. Such discussion may also refer to the exploitation of unrest by the Bolsheviks and the effectiveness of their propaganda and organisation. Candidates may also refer to the role of Trotsky and the significance of the Kornilov Revolt. There is also likely to be an assessment of the failings of the provisional government, especially in relation to the conduct of the war and the failure to resolve either the economic problems or the land question. Candidates may argue that the Bolsheviks seized power and were able to do so, not because of extensive popular support, but because the provisional government had lost support.</p>	50	<p>No specific answer is looked for. Candidates should identify and evaluate a range of reasons.</p>
15	<p>In relation to the weaknesses of the Bolshevik's enemies, candidates may discuss: the patchwork of (White) opposition to the Bolsheviks and the resistance of the peasants (and Green forces), the lack of coordination of efforts, the lack of clear or agreed aims, the strategic difficulties, the quality of leadership and size of opposition armies, and the ambivalent attitude of the Entente powers despite their presence and supply of arms. Such discussion needs to be balanced against other factors which may well focus on the 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 organization and leadership of Trotsky, the quality of generalship relative to the Whites, the size of the Red Army and so on.</p>	50	<p>No specific answer is looked for. Candidates must deal with the given factor even if they wish to argue that other factors were as or more important.</p>
16	<p>In relation to the impact of the First World War, candidates may discuss: the 'mutilated victory', the costs of the war, and the economic dislocation, inflation and unemployment that resulted. They may suggest the war created the conditions that Mussolini and the fascists could exploit. However, candidates are likely to set the impact on the war in the context of other factors that help to explain Mussolini's rise, such as: problems in the countryside and the north-south divide; the growth of socialism and the <i>biennio rosso</i>; the failure of the liberal governments of Nitti and Giolitti to deal with the problems effectively; the ability and opportunism of Mussolini and the fascists, the attitude of the King and the establishment and the fateful decisions of 1922.</p>	50	<p>No specific answer is looked for. Candidates must deal with the given factor adequately even if they wish to argue that other factors were more important.</p>

Question	Answer	Marks	Guidance
17	In discussing Mussolini's consolidation of power after 1922, candidates may refer to some of the following: the Acerbo Law, the Aventine Secession, the abolition of the party system, the restrictions on the power of the monarchy, rule by decree, the fusion of state and party under the Duce. They may also refer to censorship, propaganda and other aspects of a police state (such as OVRA). To balance this they may also discuss the extent of Mussolini's control of the party, the continued existence of the monarchy, the need to come to agreement with the Church (Concordat), the inefficiency of the Fascist state. Candidates may argue that whilst there was a dictatorship, it was not a complete one, nor was it merely a sham.	50	No specific answer is looked for. Candidates should discuss the extent and nature of Mussolini's dictatorship in the 1920s.
18	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, although candidates may refer to Mussolini's hopes to make the Mediterranean an Italian lake, to be an international statesman and acquire an empire. Discussion in relation to the 1920s may refer to the Corfu Incident, the acquisition of Fiume and the Locarno Treaties as evidence of some limited achievement. 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 – achievement of his aim of acquiring the country was qualified by the costs and the loss of British and French friendship. After 1935, increased cooperation (eg 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 there were victories and successes, these came at great cost and in the end Mussolini had to play second fiddle to Hitler.	50	No specific answer is looked for.
19	In assessing reasons, candidates may discuss some of the following: the state of China in 1911; 'sudden' nature of the revolution in 1911 and resulting power vacuum; ambitions of Yuan Shikai; the limited authority of government and local power / rivalries of warlords (the significance of the warlords may be stressed); the extent and nature of support for Sun Zhongshan (Sun Yat-sen) and the Nationalists (party formed only in 1912); the significance of the 4 May Movement; Sun Zhongshan (Sun Yat-sen) and the reorganization of the Guomindang; the foundation of CCP. Candidates may argue that whilst the overthrow of the Manchu dynasty met little resistance, there was no consensus about what to do next and that there was no one source of power able to assert its	50	No specific answer is being looked for. Candidates will need to discuss and evaluate a range of reasons.

Question	Answer	Marks	Guidance
	authority in the short term. Not until the 1920s were the nationalists in a position to establish their authority and this remained patchy. Some candidate may also discuss the role of Jiang Jieshi (Chiang Kai Shek).		
20	Candidates may discuss some of the following: Mao's and communism's appeal to peasantry (and the extent of popular support), the promise of land reform and the role of Communists in defeat of Japan; the leadership and ideas of Mao; the organization and approach of Red Army both to rural peasantry and to the conduct of the war against Japan and then against the Nationalists; and the failings of the Nationalists under Jiang Jieshi; corruption, the failure to win over the workers and peasants (lack of support in the countryside), the loss of middle class support, poor performance in the war against the Japanese and so on. They may also discuss the fact that the Nationalists were also forced to accept communist help in the fight against the Japanese.	50	No specific answer is looked for. Candidates need to identify and evaluate a range of reasons.
21	Candidates may suggest that Mao's key aim was to reassert his authority over the Communist Party and China and reverse the trend to the 'right' and the 'capitalist road' that had occurred after the Great Leap Forward. This may be coupled with a second linked attempt to 'revolutionise' the population, especially the youth, to ensure a 'Socialist road' and maintain the peasant character of China's communist revolution. Candidates will need to discuss the extent of Mao's recovery of authority and other consequences by considering, for instance, the roles of Jiang Qing, the Gang of Four and the Central Cultural Revolution Group, the significance of the Mao personality cult (swimming in the Yangtse), Red Guards and the Little Red Book, the attack on the 'four olds', the removal of rightists (such as Deng Xiaoping and Liu Shaoqi), the three in one committees, changes in education, medicine, agriculture, industry, culture, 'down to the countryside', self-criticism and struggle sessions, and the 'cleansing the class ranks' campaign. Candidates may also discuss the fate of Mao's erstwhile ally Lin Biao, growing criticism of the Cultural Revolution in the 1970s and the return of Deng Xiaoping. Candidates may argue that whilst the Cultural Revolution reaffirmed Mao's dominance, the wider social and political ramifications were more significant.	50	No specific answer is looked for. Candidates need to consider the given factor even if they wish to argue that other consequences were more significant.

Question	Answer	Marks	Guidance
22	<p>Candidates may point out the context that Stresemann found himself in 1923 – a legacy of 4 years of political chaos, economic crisis; capped by invasion, hyperinflation and the Munich Putsch. In relation to Stresemann candidates may point to his resolution of the Ruhr crisis, the stabilization of the currency, the Dawes Plan, American and other foreign investment, the Locarno Treaties and membership of the League of Nations. They may point out that Stresemann, whilst a dominant personality, was only foreign minister in the coalition of the later 1920s and thus point to the willingness of moderate political parties to work together after the chaos of 1919 – 23 and the determination of other countries like Britain and the USA to help German recovery. On the other hand, candidates may argue that Stresemann was the effective architect of the conditions that enabled some economic recovery and the negotiation of international agreements that began to restore Germany's international position (even if those on the right believed that he achieved little).</p> <p>Candidates may point out Stresemann's own view that any recovery / stability was fragile and the renewed chaos and political instability that resulted from the onset of depression: extremist parties had at best been sidelined in the later 1920s, the weaknesses of the Weimar Republic remained, and living standards for many remained low. Some candidates may take a different approach and consider whether Weimar was stable in the period; this is perfectly acceptable.</p>	50	No specific answer is looked for. Candidates will need to deal with Stresemann's contribution even if they wish to argue that other reasons were more important.
23	<p>Candidates need to discuss what the Nazis were aiming to achieve by their attempts to change German society and then assess the impact of those attempts. Their social agenda includes their policies towards children, education, women, workers and, arguably, race and the Church. Candidates may discuss some or all of these. Better answers may discuss the overarching vision of the Nazis of a '<i>Volksgemeinschaft</i>', 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 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 to 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. Candidates who simply describe how the Nazis imposed their ideas on the people should not be rewarded highly.</p>	50	No specific answer is looked for.

Question	Answer	Marks	Guidance
24	Candidates may discuss some of the following issues: the Yalta Conference (Germany to be divided into zones of occupation), the Potsdam Conference (reparations issues), perceptions of Britain, USA, France and the Soviet Union on the future of Germany, wider context of Cold War developments (including Soviet consolidation in Eastern Europe, Truman Doctrine and Marshall Plan, Cominform and Comecon, communist coup in Czechoslovakia), the creation of a Soviet friendly 'Socialist Unity Party' (SED), creation of Bizonia, the Moscow Conference of Foreign Ministers (1947), the London Conference, new currency, the Berlin Blockade, NATO, creation of FRG and GDR. Candidates may argue that although it is possible to build a case against the Soviet Union, because of its reluctance to agree to a united Germany on the western model, ideological perspective and security fears, the western allies were also responsible, unwilling to see Germany fall under Soviet influence and pushing their own separate agenda.	50	No specific answer is looked for. Candidates will need to explain a number of reasons and assess their relative significance and linkages to score well.
25	Candidates may discuss the longer term context of ideological differences and tensions that had arisen in the wartime alliance that provided grounds for mutual suspicion but their main focus may be the issues relating to the post-war settlement discussed at Yalta and Potsdam. In relation to Yalta, candidates are likely to focus on discussion of the Polish issue and the differences this aroused. There may be discussion of Stalin's desire for security. In relation to Potsdam, candidates may refer to the change in personnel and its significance (particularly in relation to Truman), the context of the successful testing of the atom bomb, the continuing issue of Poland, the question of governance in liberated states and the issue of reparations in relation to Germany. Candidates may suggest that underpinning apparent agreements lay real difficulties as mutual fear and suspicion grew.	50	No specific answer is looked for. Candidates need to identify and analyse a range of reasons and to evaluate their relative significance and/or linkages.
26	Candidates may draw on their knowledge and understanding of issues such as: the consequences of the Berlin Blockade, NATO, the creation of East and West Germany, Stalin's death and 'peaceful coexistence', Hungary, the Berlin Wall, Détente, and the Prague Spring. 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 that the improvement in relation during the later 1960s was relative rather than decisive. The Glassboro meeting between Johnson and the Soviet leadership in 1967 could be mentioned, and candidates may also discuss events in Czechoslovakia in 1968 and their consequences. No specific argument is looked for.	50	No specific answer is looked for. This question seeks to elicit responses that can provide an overview of the period and discuss the changes and developments that occurred in the 1950s and 60s.

Question	Answer	Marks	Guidance
27	<p>Candidates may argue that political chaos was certainly the most important immediate and short-term consequence of the Soviet Union's political collapse along with the collapse of the Soviet economic system. In Eastern Europe new democratic structures had to be created and societies needed to adjust to multi-party democratic systems whilst coping with the economic problems of adjustment to capitalism and nationalist pressures. Some may argue economic problems pre-dated Soviet collapse, but certainly unemployment and dislocated trade were a feature in many states. Candidates may argue that in the longer term there were other consequences as Soviet control collapsed associated with nationalism (in the break up of Czechoslovakia, for example). Candidates may also link the civil war in the former Yugoslavia to the collapse of Soviet support for the Yugoslav republic, and could mention the violence in Romania that accompanied the fall of Ceaucescu. Candidates may also argue that many states, such as the Czech Republic, have adjusted economically relatively rapidly and living standards are rising. They may also consider the peaceful reunification of Germany. They may also point to the resilience and reinvention the communist parties in the new states and the trend towards authoritarian and nationalist regimes. Elsewhere they may point to the closer links and economic and political cooperation with the West (requests to join NATO and the EU). Some candidates might consider the breakup of the Soviet Union and relate it to the issue of instability.</p>	50	<p>No specific answer is looked for. Candidates must deal with the given factor even if they wish to argue that other factors were as or more important.</p>
28	<p>Candidates may well argue that a major reason for Arab states' failure in 1967 (Egypt, Syria and Jordan) was that, while they had mobilized armies they had not prepared effectively for a war. They may suggest that the efforts of the three Arab states were poorly coordinated and inefficiently carried out. However, many will stress the strengths of the Israeli armed forces, their generals (Sadat, Hod, Tal, Sharon etc) and strategy. In particular the Arab states forces were rendered effectively impotent by the elimination of their air power by Israel in the first two days of the war; here the destruction of the Egyptian air force on the ground was particularly significant. Candidates may also refer to the defensive posture of Syrian forces on the Golan Heights and the willingness of Jordan to make a quick ceasefire once its attack on Jerusalem was repulsed.</p>	50	<p>No specific answer is looked for. Candidates will need to identify and evaluate a range of reasons in developing their argument.</p>

Question	Answer	Marks	Guidance
29	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).	50	No specific answer is looked for. Candidates need to identify and analyse a range of reasons and evaluate their relative significance and/or linkages.
30	Candidates may well argue that the war achieved its key objectives but that the longer term consequences were less successful. In relation to the immediate term, candidates may point to the remarkable UN coalition which emerged to oust Iraqi forces from Kuwait, the quick and overwhelming military success of UN (primarily US) forces in <i>Desert Storm</i> . Candidates may qualify this assessment by suggesting that although Iraq's military forces were defeated, they were allowed to retreat with much of their army intact. More significantly, perhaps, candidates may argue that the rapidity with which a ceasefire was agreed meant that problems were stored up for the future: Saddam Hussein was not overthrown; the risings of the Kurds in the north and the Shi'a in the south were ruthlessly repressed; and Britain and the US (with UN backing) committed to maintaining a 'no-fly zone' to provide some protection to the Kurds and Shi-ites from air attack. Moreover, suspicions about Iraq and its potential as a destabilizing force in the Middle East remained and would eventually lead to the Second Gulf War.	50	No specific answer is looked for. Candidates may assess results in the immediate, shorter and longer term.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2012

