

History A

Advanced GCE

Unit **F966/02**: Historical Themes Option B: Modern 1789-1997

Mark Scheme for June 2012

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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.

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Subject-specific Marking Instructions

Distribution of marks for each level that reflects the Unit's AOs
2 answers: Each maximum mark 60

	A01a	A01b
IA	18-20	36-40
IB	16-17	32-35
II	14-15	28-31
III	12-13	24-27
IV	10-11	20-23
V	8-9	16-19
VI	4-7	8-15
VII	0-3	0-7

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) Candidates will demonstrate synoptic skills by drawing together appropriate techniques, knowledge and understanding to evaluate developments over the whole of the period

AOs	AO1a	AO1b
Total mark for each question = 60	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 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;">18-20</p>	<ul style="list-style-type: none"> • Excellent understanding of key concepts (eg continuity and change) relevant to analysis in their historical context • Excellent synthesis and synoptic assessment • Answer is consistently and relevantly analytical with developed explanations and supported judgements • May make unexpected but substantiated connections over the whole period <p style="text-align: center;">36-40</p>
Level IB	<p>Level IB</p> <ul style="list-style-type: none"> • Uses accurate and relevant evidence • Accurate use of a range of appropriate historical terminology • Answer is clearly structured and mostly coherent; communicates accurately and legibly <p style="text-align: center;">16-17</p>	<ul style="list-style-type: none"> • Very good level of understanding of key concepts (eg continuity and change) in their historical context. • Answer is consistently focused on the question set • Very good level of explanation/analysis, and provides supported judgements. • Very good synthesis and synoptic assessment of the whole period <p style="text-align: center;">32-35</p>

AOs	AO1a	AO1b
Level II	<ul style="list-style-type: none"> • Uses mostly accurate and relevant evidence • 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;">14-15</p>	<ul style="list-style-type: none"> • Good level of understanding of key concepts (eg continuity and change) in their historical context • Good explanation/analysis but overall judgements may be uneven • Answer is focused on the issues in the question set • Good synthesis and assessment of developments over most of the period <p style="text-align: center;">28-31</p>
Level III	<ul style="list-style-type: none"> • Uses relevant evidence 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 structured and coherent; writing is legible and communication is generally clear <p style="text-align: center;">12-13</p>	<ul style="list-style-type: none"> • Shows a sound understanding of key concepts, especially continuity and change, in their historical context • Most of the answer is focused on the question set • Answers may be a mixture of analysis and explanation but also description and narrative, but there may also be some uneven overall judgements; OR answers may provide more consistent analysis but the quality will be uneven and its support often general or thin • Answer assesses relevant factors but provides only a limited synthesis of developments over most of the period <p style="text-align: center;">24-27</p>
Level IV	<ul style="list-style-type: none"> • There is deployment of relevant knowledge but level/accuracy will vary. • Some unclear and/or underdeveloped and/or disorganised sections • Mostly satisfactory level of communication <p style="text-align: center;">10-11</p>	<ul style="list-style-type: none"> • Satisfactory understanding of key concepts (eg continuity and change) in their historical context • Satisfactory focus on the question set • Answer may be largely descriptive/narratives of events, and links between this and analytical comments will typically be weak or unexplained • Makes limited synoptic judgements about developments over only part of the period <p style="text-align: center;">20-23</p>

AOs	AO1a	AO1b
Level V	<ul style="list-style-type: none"> • General and basic historical knowledge but also some irrelevant and inaccurate material • Often unclear and disorganised sections • Adequate level of communication but some weak prose passages <p style="text-align: center;">8-9</p>	<ul style="list-style-type: none"> • General understanding of key concepts (eg continuity and change) in their historical context • Some understanding of the question but answers may focus on the topic and not address the question set OR provides an answer based on generalisation • Attempts an explanation but often general coupled with assertion, description/narrative • Very little synthesis or analysis and only part(s) of the period will be covered <p style="text-align: center;">16-19</p>
Level VI	<ul style="list-style-type: none"> • Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy • Answers may have little organisation or structure • Weak use of English and poor organisation <p style="text-align: center;">4-7</p>	<ul style="list-style-type: none"> • Very little understanding of key concepts (eg continuity and change) in their historical context • Limited perhaps brief explanation • Mainly assertion, description/narrative • Some understanding of the topic but not the question's requirements <p style="text-align: center;">8-15</p>
Level VII	<ul style="list-style-type: none"> • Little relevant or 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"> • Weak understanding of key concepts (eg continuity and change) in their historical context • No explanation • Assertion, description/narrative predominate • Weak understanding of the topic or of the question's requirements <p style="text-align: center;">0-7</p>

Question	Answer	Marks	Guidance
1	<p>Candidates should focus on the dominant ideas and aims of German nationalists, from the aims of the growing emergent nationalist movement from 1789 to the aims of more radical nationalists in the late nineteenth and early twentieth Centuries. Arguably the core aim of German nationalists, the creation and development of a united German nation, remained the same throughout this period. However, different strands within the nationalists had differing aims. Candidates might well demonstrate understanding of the debate about Grossdeutschland or Kleindeutschland in the period 1815 – 1871 and the reasons for the development of more radical nationalism in the remainder of the period. Candidates may argue that the aims of nationalists were changed by the impact of events. Candidates may argue that the common fight of people from different German states against the French, especially in 1813, gave strong impulses to nationalism. A few intellectuals consequently demanded the unification of all German-speaking lands, although they represented a minority. Candidates are likely to show knowledge of developments in intellectual nationalism in the first half of the Nineteenth Century. Candidates might explain the importance of economic developments on the changing aims of German nationalism, for example the impact of the Zollverein after 1834. The impact of the foundation of the Second Reich from 1871 clearly had a profound effect on the development of nationalism during the latter part of this period. Candidates are likely to discuss the reasons for the development of more radical nationalism in the remainder of the period and the reasons for the divergence between German liberals and other nationalists from 1870 in Imperial Germany. The impact of people on the aims of nationalism may also be explored. For example, Bismarck's opportunistic and skilful leadership clearly had a significant impact on the development of German nationalism as did the accession to the throne of Wilhelm II. The change of heart from 1866 when liberals became national liberals may well be stressed by some candidates. Candidates may argue that the Great War left Germany broken and half-starved with the aims of German nationalists in tatters.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

Question	Answer	Marks	Guidance
2	<p>Candidates may well argue that the development of trade and transport through industrialisation played a key role in the unification of Germany. Candidates are likely to assess key economic factors, such as trade, industry and communications, and evaluate their impact on the development of German nationalism. Candidates are likely to understand that the impact of the Napoleonic period was ruinous to the early developments of the industrial economy and that this placed severe constraints on the practical ambitions of German nationalists. Candidates are likely to explain the impact of industrialisation in the early nineteenth century on the development of German nationalism, for example the impact of the Zollverein after 1834 in developing Prussia's economic strength and, consequently, Prussian leadership of Germany. This also had a limiting effect on the development of German nationalism as Prussia was able to exclude Austria, first from the Zollverein and then from Germany. This led to the creation of Kleindeutschland, thus thwarting the ambitions of those nationalists who aspired to Grossdeutschland. Candidates should understand how developments in the economy in the 1850s paved the way for the Prussian military victories of 1864, 1866 and 1870/71 and the creation of the Second Reich. Military strength depended upon industrialisation: 'Coal & Iron' rather than 'Blood & Iron' could be usefully debated. The impact of the extraordinary developments in the German economy after 1871 should be discussed. Candidates should however show that they understand that economic factors were not the sole factors determining the fortunes of German nationalism in this period. Candidates may well argue that the development of German nationalism owed much to reactions to domination by France in the Napoleonic period and the development of ideas in the first half of the Nineteenth Century. The development and impact of ideas could be explored. Economic factors undeniably contributed to Prussia's domination of Germany from 1866, but opportunistic and skilful leadership, both for and against German nationalism, should not be overlooked. Events also determined the development of German nationalism, for example the failure of the 1848 Revolution. The Great War left Germany broken and half-starved despite the German economic domination of continental Europe in 1914.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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3	<p>Candidates should focus on the phrase 'most important turning point' in their answers. Candidates may argue either for or against the Revolutions of 1848 – 1849 as the most important turning point, but should do so comparatively in the context of other turning points. Any answers that are limited to the importance of the Revolutions of 1848 – 1849, however full and accurate, are likely to be unbalanced. In assessing the significance of the 1848 – 49 Revolutions candidates are likely to stress German liberalism's missed opportunity and the significance for Austria and Germany of the fall of Metternich. Arguably after 1849 the course of German nationalism was less likely to be shaped by liberal constitutionalism than it had been in the previous years.</p> <p>What follows is not an exclusive list of other potential turning-points, but obvious consideration could be given to</p> <table border="0"> <tr> <td>1792</td> <td>The start of the Revolutionary Wars</td> </tr> <tr> <td>1809</td> <td>Metternich became Minister of State in Austria</td> </tr> <tr> <td>1813</td> <td>Napoleon's defeat at the battle of Leipzig (the Battle of the Nations)</td> </tr> <tr> <td>1815</td> <td>Congress of Vienna – formation of German Confederation</td> </tr> <tr> <td>1862</td> <td>Bismarck's appointment as Minister-President of Prussia</td> </tr> <tr> <td>1866</td> <td>Seven Weeks War – the defeat of Austria</td> </tr> <tr> <td>1870/71</td> <td>The Franco – Prussian War and formation of the Second Reich (Germany)</td> </tr> <tr> <td>1888</td> <td>Accession of William II</td> </tr> <tr> <td>1890</td> <td>Sacking of Bismarck</td> </tr> <tr> <td>1914</td> <td>Start of the First World War</td> </tr> <tr> <td>1918</td> <td>Defeat in the First World War</td> </tr> </table> <p>Clearly answers of the very highest quality can be written without considering all of these potential turning points, but the most able candidates will demonstrate a breadth of vision and a good understanding of the moments that shaped the destiny of German nationalism. Candidates who adopt a fully comparative approach and demonstrate synthesis throughout the essay are likely to be most successful.</p>	1792	The start of the Revolutionary Wars	1809	Metternich became Minister of State in Austria	1813	Napoleon's defeat at the battle of Leipzig (the Battle of the Nations)	1815	Congress of Vienna – formation of German Confederation	1862	Bismarck's appointment as Minister-President of Prussia	1866	Seven Weeks War – the defeat of Austria	1870/71	The Franco – Prussian War and formation of the Second Reich (Germany)	1888	Accession of William II	1890	Sacking of Bismarck	1914	Start of the First World War	1918	Defeat in the First World War	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Need for comparative synthesis, not just a series of paragraphs that are free standing.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>
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Question	Answer	Marks	Guidance
4	<p>The candidates need a clear understanding of what constitutes state involvement in the organisation and conduct of war, although some leeway might be expected on the part of examiners given the potential scope of the question.</p> <p>Good responses will set down criteria and then evaluate them in relation to the evidence. The mobilization of resources in the Revolutionary and Napoleonic periods might concentrate on the French Republic and Empire, its successful conscription of manpower in the military and economic infrastructures. Napoleon's organisation of France and her empire would be a good example. The industrial and financial power of Britain and her empire throughout the period might be a good example for investigation, although the Crimean War might well be part of a negative argument. The mobilization of the state in the support of war in Bismarck's Prussia might be contrasted with the more haphazard effort of both France and Austria in the wars of Unification. The First and Second World Wars with mass mobilization of military manpower, labour and resources, etc is an obvious candidate for discussion.</p> <p>In order to meet the synoptic elements of the mark scheme candidates might chart the different reactions of states to war across the period arguing that effectiveness depended when the question was being applied between 1792 and 1945.</p> <p>Candidates wishing to use the American Civil War might cite the Union as an example of the state being ineffective in meeting the demands of war at the start of the conflict but becoming more effective as the war went on. The Confederacy reacted to the demands of war in the opposite fashion, initially being very effective but becoming ineffective as the long term effects of the conflict took hold.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p> <p>Keep an open mind about how candidates define 'state'.</p>

Question	Answer	Marks	Guidance
5	<p>Strategy is defined as the art of planning and directing overall military operations as opposed to tactics, the control of armies in battle.</p> <p>Better responses might define 'principles of strategy' such as concentration of force, maintenance of aim, manoeuvre on a strategic level and the like. Responses might link strategy to other elements of the specification which emphasise developments in warfare and engage the question by interweaving the two. Thus, candidates may argue that developments in weapons technology did not influence strategy whilst those in transport and communications did. It is possible for responses to include battle tactics but only as an outcome of strategy, an example might be – due to the developments in weapons technology French strategy in the opening rounds of the Franco-Prussian War placed emphasis on positioning armies in strong defensive positions to fight battles successfully.</p> <p>The synoptic element of the mark scheme might be engaged by discussing the question in the light of the changing nature of warfare across the period. A possible response might be to agree with the question in the earlier part of the period, perhaps to the Russo-Japanese War and challenge it later. For example, it is reasonable to argue that WWI demanded new principles of strategy on the Western Front.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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6	<p>The Austro-Prussian War of 1866 might be seen as a turning point in the application of industrialisation to war because of the increased use of technology, such as railways and more advanced weapons such as breech loading rifles and artillery, in war. This technology required an advanced industrial base, hence the turning point. The advantages held by the increasingly industrialised Prussia in the war might also support the question. One might expect an evaluation of the extent of the impact of industrialisation on warfare as part of the response.</p> <p>Alternatively candidates might argue for later turning points; both of the World Wars are obvious candidates. Candidates might be expected to discuss the relative impact of industrialisation on warfare as criteria for reaching a given conclusion. Thus, for example, the Austro-Prussian War of 1866, WWI and WWII are possible turning points but WWI better fits the description because the impact of industrialisation on warfare was more profound.</p> <p>Earlier turning points might be less common due to the nature of the development of industrial economies in Europe and North America. It is certainly the case that the Crimean War could be argued as a turning point. The Revolutionary and Napoleonic Wars might also be identified due to Britain's role in the wars as the world's first emerging industrial power. Some candidates might also identify Napoleonic France as possessing a nascent industrial base and apply this example to the question. The American Civil War might be used and examiners should note that it is contemporaneous with the Austro-Prussian War.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p> <p>There must be clear evidence of knowledge of the Austro-Prussian War. Just a mention is not enough.</p>

Question	Answer	Marks	Guidance
7	<p>Perhaps many candidates will broadly agree with the proposition. The obvious point is that a self-governing Ireland emerged in the 1920s from rebellion, revolution and civil war. Attempts to achieve Home Rule through parliamentary legislation either failed in the process of law making or through the outcome of events – the First World War, the Easter Rising, the elections of 1918 and so on. Some candidates might wish to concentrate on analysing the strength of the difficulties constitutionalist nationalists faced in attempting to fulfil their aims in order to argue that the odds were always stacked against them, pointing to, for example, the strength of support for the union within Britain’s political system, British imperial interests, the rise of popular Unionism and the ‘Ulster problem’, the tradition and significance of revolutionary nationalism, the very special circumstances as a result of the constitutional crisis of 1911 and the elections of 1910 enabling the passing of the Home Rule Act, the dependence of constitutional nationalists on Liberal governments. Others might wish to point to the achievements of constitutionalist nationalism and suggest that it achieved at least some of its aims – the achievement of Catholic Emancipation, the adoption by the Liberal Party of the principle of Home Rule, the promotion of Land Reform either a direct or indirect consequence of their actions, the successes of Redmond before 1914 and the impact of unforeseeable events that destroyed his achievement.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p> <p>Candidates who write ‘reasons why it failed’ are drifting away from assessing to explaining.</p>

Question	Answer	Marks	Guidance
8	<p>The purpose of the question is to encourage candidates to consider the factors that encouraged continuity rather than change. After all, the Union lasted for over 120 years, longer than many other political systems. Candidates might be tempted to dismiss the proposition and to emphasise other factors that contributed more to its survival such as the determination of British Governments and interests, especially imperial interests, to uphold it, even Liberal Governments who supported Home Rule, the weaknesses, divisions and limitations of the opponents of the Union within Ireland and the ability of British governments to exploit them and the degree of force and ruthlessness used against them. Better candidates should give more careful consideration to the proposition. They might consider the various strengths and advantages of the Union to Ireland resulting in the establishment of various vested interests, both religious and secular. They will probably refer to the surviving influence of the Protestant Ascendancy to the 1870s and rise, strengths and political potential of popular unionism, but they might also consider the landed, commercial, industrial, academic, army and naval interests (and others) that had stakes in the survival of the Union. They might also consider the relatively late development of cultural nationalism and its impact.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

Question	Answer	Marks	Guidance
9	<p>An informed essay and demonstration that Ireland was/was not economically undeveloped should be rewarded. Better answers will address 'head on' the 'how' part of the question and, perhaps, even better ones will give thought to the concept of 'undeveloped'. Candidates are likely to consider the significance of subsistence agriculture, land subdivision, seasonal employment and underemployment, rack renting, the poorly run estates of often absentee landowners, the dependence on the potato as a staple leading to the disaster of the famine, workshop production, lack of capital accumulation, mass emigration and so on as evidence of a lack of economic development. It is likely that candidates will emphasise the limited impact of the Industrial Revolution on Ireland, the lack of the necessary raw materials, above all coal, to respond to the changing technologies of the late eighteenth and nineteenth centuries, the impact of the Union and free trade on Irish commerce and industry and its undeveloped agriculture. On the other hand candidates might temper these comments by pointing to the industrialisation of Ulster, Ireland's access to coal by sea, the development of its canal and rail networks, the degree and characteristics of its urbanisation, regional differences and impact of land reform on agriculture with assessment of the degree to which landlords and trends in eviction and absenteeism changed during the period. Candidates might point to the impact of the Union with Britain, linking it to one of the most developed and dynamic parts of the world, in a positive way, providing access to capital and expertise.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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10	<p>Candidates may argue either for or against Stalin's victory in the power struggle after Lenin's death as the most important turning point in the development of Russian government, but must do so comparatively in the context of other turning points. When considering the importance of turning points, the ways in which they impacted on the development of Russian government must be analysed. Economic reforms such as emancipation of the peasantry, collectivisation and five-year plans only become relevant when they are linked to political, administrative and ideological methods and changes in government. Candidates who discuss aspects of Russian government such as reform and repression, the fate of opposition, changes in ideology, the absence of democracy, the one party state and compare the relative influence of war and other factors on these developments are most likely to be successful. Candidates who adopt a comparative approach and demonstrate synthesis throughout the essay are likely to be most successful.</p> <p>Candidates may well consider that Stalin's rise to power was the most significant turning point in the development of Russian government, perverting the true course of the Russian Revolution because Stalin succeeded Lenin. Candidates who argue this are likely to suggest that Stalin's victory in the ensuing power struggle led Russia down a very different road than that being paved by Lenin and imposed brutal totalitarianism on Russia. The impact of terror, the purges and the Show Trials on Russian Government is likely to be discussed. Candidates are likely to discuss the 1936 Constitution, though most are likely to consider it an exercise in propaganda. Candidates who disagree with the view that Stalin's rise to power was the most important turning point in the development of Russian government may use a counter-argument based on more recent archival evidence to suggest that there was significant continuity between Lenin and Stalin. In choosing alternative turning points candidates are likely to select from the assassination of Alexander II in 1881, the 1905 Revolution, the February Revolution of 1917, the October Revolution of 1917 or Stalin's death in 1953 and replacement by Khrushchev by 1956. For example, candidates might argue that the assassination of Alexander II in 1881 marked the end of any hope of meaningful reform from above by the Romanov dynasty, and set the Romanovs on course for revolution and their downfall. Candidates may argue that February 1917 was the most significant turning point as it ended the 304-year-old Romanov dynasty, but may argue that ultimately this led to the replacement of 'Romanov Tsars' by 'red Tsars'.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p> <p>'Turning point' needs to include other issues but must still focus on Russian government.</p>

Question	Answer	Marks	Guidance
	<p>Many candidates will undoubtedly argue that October 1917 and the triumph of Bolshevism was the most important turning point as it crushed all possibility that a liberal democracy might emerge in Russia and transformed Russia into the Soviet Union – the world’s first communist one-party state. Candidates may choose to deal with 1917 as a single, and most important turning point, in the development of Russian government but are likely to be more successful if able to make comparisons between the two revolutions of that momentous year. Candidates may argue that Khrushchev’s secret speech of 1956 and subsequent de-stalinisation marked a significant turning point in the development of Russian government though the continuation of communism and the one-party state way beyond 1964 somewhat negates that view.</p>		

Question	Answer	Marks	Guidance
11	<p>Candidates should argue both for and against the assertion that the rulers of Russia were 'reluctant reformers' in this period. Candidates who consider reform by type, for example political, social, economic and military may argue that all rulers were reluctant to introduce certain types of reform, but equally keen to introduce others. Candidates who contend that rulers were never reluctant to introduce the reforms that matched their aims are likely to be successful. Candidates who adopt a comparative approach and demonstrate synthesis throughout the essay are likely to be most successful.</p> <p>Candidates may argue that the Romanov Tsars were usually reluctant reformers but that the communists wanted to change everything. However many candidates will argue that Alexander II was far from a reluctant reformer, citing his intention to introduce 'reform from above' from 1856. Candidates may also argue that the default position of some of the communist rulers, most typically Stalin was repressive rather than reformist. When arguing in favour of the assertion in the question, candidates may draw on examples from across the period, from Alexander III's imposition of the Reaction from 1881 and the influence of Pobedonostev to the repression of Lenin (eg Red Terror) and Stalin (eg Gulags, purges and Show Trials). Candidates may argue that some of the rulers only introduced reform under duress, for example Nicholas II in 1905 and Lenin in 1921. Candidates, however, may also argue that rulers were at times forced into the adoption of repressive policies because of adverse circumstance, or to ensure their regime's survival (eg Lenin during the Civil War). However, when arguing against the assertion candidates can also draw on a wide range of evidence; examples could include Alexander II's reforms, Lenin's post-revolutionary reforms and the reforms initiated by Khrushchev towards the end of this period. Stalin may have valued repression but was arguably equally determined to impose change on the USSR. Candidates may well cite various examples of Stalin (perhaps with particular reference to the Five Year Plans) doing much to change Russia.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p> <p>Key is motives of reformers rather than outcome of reforms.</p>

Question	Answer	Marks	Guidance
12	<p>Candidates should focus on the similarities and differences between the treatment of the peoples of the Russian Empire, both before and after 1917. Candidates are likely to compare and contrast the repression of the peoples and the harsh treatment of opponents both before and after 1917. Candidates who adopt a comparative approach and demonstrate synthesis throughout the essay are likely to be most successful.</p> <p>One possible line of argument would be to suggest that the communists ruled Russia much more repressively than their tsarist predecessors. A case could be made for arguing that the Russians 'exchanged' an increasingly ineffectual and superannuated form of authoritarianism for a more ruthless and efficient twentieth century variant. However, other candidates may argue that some rulers from both periods were ultra-repressive, typically Alexander III, Lenin and Stalin, whereas the others were less repressive or less capable of effective repression either due to their context or their personality. Candidates are likely to make comparisons based on the experience of the peasants, the proletariat, and the minority nations under Russia's various rulers in this period. Equally they are likely to look at the agencies, and scale, of repression, and the existence of/fate of opposition groups, under each ruler in order to make judgements. Candidates are likely to argue that as opposition flourished during the reigns of Alexander II and Nicholas II and during the Provisional Government the peoples of Russia were not consistently repressed by their rulers. Similarly, de-Stalinisation under Khrushchev, and his enforced retirement in 1964, is likely to be used by candidates to argue that the peoples of Russia were not consistently repressed during the communist period. Candidates who consider the scale of repression are likely to argue that repression reached its zenith under Stalin, citing the terror, purges, Show Trials and gulags. Candidates may use recent archival evidence to suggest that there was significant continuity between Lenin and Stalin, whereas others may draw distinctions between repression under these two rulers.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p> <p>'Peoples' is a comprehensive phrase and includes the people governed by Russia. This may be illustrated in the better answers.</p>

Question	Answer	Marks	Guidance
13	<p>The divisions within the trade union and labour movement were mainly over membership, organisation and tactics. The Knights of Labour (1869) were organised by industry rather than craft, disliked strikes as tacit recognition of the wage system, and were prepared in some assemblies to admit women and black workers. The American Federation of Labor (1886) were organised as craft associations, aimed to improve wages, conditions etc within the capitalist system but admitted few women or blacks and disliked immigrants from south and east Europe. The socialist United Mine Workers (1890) allowed black workers and new immigrants to join. The so-called 'Molly Maguires' (formed in 1865 by Pennsylvania coal miners) were secretive, radical and (allegedly) violent. The Industrial Workers of the World (founded by western miners in 1905 and known as 'The Wobblies') aimed to unite all workers in one big union, were committed to revolution but never enjoyed large membership and recruited only the poorest, most isolated workers. In 1935 the Committee for Industrial Organisation was established within the AFL to recruit unskilled workers, organise them by industry and adopt more radical tactics. In 1938, as the Congress for Industrial Organisation, it broke away from the AFL. But in 1955 the CIO merged with the AFL. The AFL-CIO brought a measure of unity to the US trade union movement, although powerful unions such as the Teamsters retained considerable autonomy and the unpopularity of the PATCO strikers in 1981 showed that divisions remained.</p> <p>Weaker answers are likely to outline the divisions within the trade union and labour movement and perhaps offer only comparative analysis of alternative factors only in the final paragraph. Better answers are likely to evaluate the importance of internal divisions against the lack of support for trade union and workers' rights from the government, at both Federal and state level, referring perhaps to some or all of the following: the Haymarket bombing (1886), the Homestead steel strike (1892), the treatment of Coxey's 'Army' and the Pullman strike (1894), the use of the 1890 Sherman Anti-Trust Act to gain injunctions against strikers and Supreme Court rulings that unions were 'illegal combinations', the 1921 Supreme Court decision that the 1914 Clayton Act was unconstitutional, the 1947 Taft-Hartley Act, the 1959 Landrum-Griffin Act, and Reagan's defeat of the PATCO strikers in 1981.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

Question	Answer	Marks	Guidance
	<p>Good answers will also show awareness that, for much of this period, trade unions were operating in a hostile environment in which co-operative action by workers was regarded as tantamount to socialism, or even communism, especially in the two 'red scares' that followed each of the world wars. They will also be aware that the extremism and avowed radicalism of some unions reinforced these assumptions and alienated potential sympathisers. Good answers will refer to the readiness of some employers to resort to strong-arm tactics to break strikes (for example Pinkertons in 1892 and Ford's battle with the UAW in 1937) and the use of 'yellow-dog' contracts by which workers were prevented from joining unions. Perhaps only the best answers will analyse the divisions in US society (between black and white, male and female, Catholic and Protestant, old immigrant and new immigrant workers). They may also be able to analyse change over time and argue that divisions became less important after 1945 and that, as union influence declined, workers looked increasingly to the Federal government for the protection of their rights.</p>		

Question	Answer	Marks	Guidance
14	<p>The case for 1924 as a significant turning point for Native Americans rests on the importance of citizenship. Hitherto, their status derived from Chief Justice Marshall's 1831 decision that they were 'domestic dependent nations' whose relationship with the US 'resembles that of a ward to his guardian'. Thus the Act was an important step in achieving civil rights because, without citizenship, Native Americans could not claim the rights guaranteed by the US constitution. However the Act granted citizenship to all Native Americans who did not have it already (estimated to be about 125000 of the 300000 Native Americans then living in the USA). Native Americans who were already citizens were those who had taken land allotments under the 1887 Dawes Act, the Five Civilised Tribes of Native American Territory (ie Oklahoma) who were granted citizenship in 1901, and those who served in the First World War (estimates vary from 8000 to 16000) who gained it in 1919. In practical terms, citizenship did not mean much. Most states with large numbers of Native Americans disenfranchised them in the same ways as African Americans were denied the vote in the south – by imposing literacy tests and requiring them to be taxpayers.</p> <p>Most candidates will regard other turning points as more significant. These include the 1887 Dawes Act, the 1890 massacre at Wounded Knee, the 1934 Indian Reorganisation Act, the Second World War, the 1953 Congressional resolution launching termination, and the Nixon presidency. Weaker answers will describe each (or some) of these in turn, confining their analysis to a final paragraph. Better answers will endeavour to explain why they regard one (or more) of them as more significant than the 1924 Act.</p> <p>The Dawes Act and the Wounded Knee massacre signalled the start of a policy of forced assimilation. Arguably this affected more Native Americans in more significant ways than 1924, but should be seen as regressive. Most candidates will select the 1934 IRA as the most important turning point, pointing out that the Indian New Deal replaced forced assimilation with respect for Native American culture and customs which arguably has persisted to the present. Furthermore, the IRA prevented the alienation of more tribal land and granted Native American communities a measure of governmental and judicial autonomy. The best answers will perhaps show awareness of the limitations of IRA and the degree of opposition to it (for different reasons) in Congress and among Native Americans.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

Question	Answer	Marks	Guidance
	<p>Some candidates will want to argue for the Second World War. It effectively destroyed the Indian New Deal and made the termination policy almost inevitable. 25000 Indians served in the armed forces and a further 40000 worked in war-related industries, many of whom permanently relocated to the cities and sought to assimilate. A pressure group was formed in 1944 – the National Congress of American Indians (NCAI) and in 1946 Congress set up the Indian Claims Commission to hear Native American claims for their lost lands. Those arguing for the start or end of termination as the most significant turning point will be able to compare it to the post-Dawes Act period of forced assimilation when Indians were encouraged to leave the reservations and adopt the mainstream white lifestyle and culture. Some candidates will opt for the Nixon presidency when Red Power activism drew attention to Native American issues and the president himself was sympathetic to their cause. This began a phase in which Congress passed a series of Acts to improve conditions on Native American reservations and extend Indian rights and autonomy. The Supreme Court also handed down a series of landmark judgments about compensation for lost lands and Native American rights.</p>		

Question	Answer	Marks	Guidance
15	<p>Many candidates will argue that, for middle-class women, changes in the economy have been fundamental to the breakdown of 'separate spheres' assumptions which circumscribed their aspirations at the start of the period. The periods in which the USA has experienced its most significant economic developments (late 19th and early 20th centuries, the 1920s, the Second World War and post-war boom, the 1980s) have coincided with the most fundamental transformations of women's role and attitudes to their status. The periods of economic expansion have provided greater access to white collar employment, educational opportunities and consumer goods. They have also transformed attitudes to marriage, divorce, sex, child-rearing and fashion. Arguably the challenge to feminism and the campaign against the Equal Rights Amendment coincided with, and was partly the product of, the economic conditions of the 1980s which rejected the Keynesianism and liberalism of the New Deal and Great Society. Probably only the better answers will identify the continuity in the lives and experiences of poor women, especially those from ethnic minorities (African American, Hispanic American, Native American) whose rights, it can be argued, have not advanced very much. Arguably their economic role has not changed very much either, since they are predominantly doing low-paid, part-time, unskilled and/or menial jobs without the protection of trade unions.</p> <p>Candidates will need to evaluate other factors which have influenced the development of women's rights. These include the expanded access to good education (especially at university), the impact of the two world wars, the role of the Federal government, social and attitudinal changes and the impact of women's activism. The best answers will either show how these factors are influenced by economic changes or will explain convincingly how and why they were more important in the development of women's rights than economic changes. They might, for example, suggest that the Federal legislation of the early 1960s was more a response to the civil rights campaign than to the needs of the economy. Alternatively they might suggest that scientific development, especially with regard to birth control and abortion, was more influential than economic change in accelerating women's rights. High level answers might question how far women's rights have advanced and point to continuities in conservative assumptions about a woman's place in society.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

Question	Answer	Marks	Guidance
16	<p>Candidates are expected to consider the impact of changes to party organisations against other factors that promoted mass democracy in Britain. Candidates are likely to consider responses to the extension of the Franchise in the Second and Third Reform Acts, especially to attract the votes of the working man and develop democracy. For example, they might refer to Disraelian Conservatism and the promotion of 'One Nation' Toryism, the establishment of the Primrose League (1883), the setting up of Liberal and Reform Clubs, Liberal endorsement of Trade Union candidates and the gradual emergence of a Labour Movement and, eventually, a Labour Party, aiming to represent the working class through democratic means. Candidates might refer to the attempts of parties to reform their organisation and reinvent themselves in order to expand and broaden their electoral appeal. Candidates might cite, for example, the promotion of New Liberalism from the publication of the Newcastle Programme of 1891 onwards, the revival of 'One Nation Toryism' and a commitment to steady social reform under Baldwin in the 1920s, the promotion of 'Socialism and Peace' by the Labour Party in 1934, the conservative reforms and response to their defeat at the polls in 1945, especially in the Industrial Charter of 1947, Jo Grimond's reforms of the Liberal Party from 1957, the rise of 'pavement politics' and targeting of winnable seats, the emergence of the Social Democratic Party in 1983, the changing roles of Trades Unions in the organisation of the labour party, the reforms of the Labour Party under Kinnock in the 1980s and the emergence of New Labour and 'a Third Way' in the 1990s and the abolition of Clause IV in 1995 – all attempts to provide the enfranchised with a democratic voice and programme. Against changes to party organisations candidates might argue that other factors were more important, such as changes to the Franchise from 1867, especially female suffrage, or the impact of social and economic changes brought on by two World Wars and the Great Depression or the consumer-led prosperity from the 1950s or the growth of libertarianism from the 1960s. It is moreover possible for candidates to argue that changes to party organisation were as much the consequence of, and a political response to, the development of democracy in Britain as the cause.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

Question	Answer	Marks	Guidance
17	<p>Candidates should recognise that the fortunes of the Liberals varied considerably during the period and most are likely to see the question as a game of two halves: a party of office before 1922 and a party out of office thereafter. However, they should also recognise changes of fortunes within these two periods. Some might follow a chronological approach and examiners should take care to distinguish between narrative and chronological analysis within such a structure. Other candidates might define themes to explain the changing fortunes of the Liberals within the chronology: the strengths and weaknesses of Gladstonian Liberalism; the impact of key individuals (Gladstone, Asquith, Lloyd George, Thorpe, Steel and Ashdown), the splits within the party caused by the issue of Home Rule for Ireland; the issue of tariff reform 1903-6; the rise of New Liberalism; the divisions encouraged by constitutional crisis and the First World War 1909-22; the impact of Nonconformity and its decline; social and economic change, the rise of organised labour and the emergence of the Labour Party; the ability to find a distinctive voice rather than votes in the 1930s onwards; the reasons for the revival of the party in the last decades of the twentieth century, for example splits within Labour 1979-83, the emergence of the Social Democratic Party and the pact of the 'two Davids' and the emergence of the Liberal Democrats, Thatcherism, the decline of organised labour and rise of a new middle class and a new intelligentsia in 1970s along with the decline of Marxism as an ideology.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

Question	Answer	Marks	Guidance
18	<p>Candidates should consider the idea that the Lords were an obstacle to democratic change and not an obstacle to any sort of change. They might agree that the House of Lords remained a bulwark of the remnants of old, landed, aristocratic order and ‘the establishment’ (Church of England bishops and senior law officers,) and some might show that new creations to the peerage were often unrepresentative of contemporary society throughout the period to 1997. They might consider particular examples of the House proving an obstacle, particularly the treatment of Liberal governments of the 1890s and from 1906, resulting in the constitutional crisis of 1909-11. Some might counter the argument by pointing out that the House of Lords had either not obstructed or had failed to obstruct significant democratic changes before 1911, such as the Second and Third Reform Acts and the changes to local government, eg the County Councils Act and the Parish Councils Act, though their partiality towards Conservative-backed measures might also be noted. Others might argue the House unintentionally pushed forward democratic change, for example, the changes of 1911 promoted by the hostile reaction of the Lords to liberal measures. They might consider that as a revising chamber after 1911 the House of Lords was so neutered that it could no longer act as a barrier, hence, in part, the success of women gaining the vote in 1918 and 1928. Perhaps its weakness was exemplified by the Salisbury Convention after the Tory electoral collapse in 1945. On the other hand some candidates might wish to use examples to 1997 of the Lords acting as a restraining influence on what might be considered a powerful executive in control of a cowed first chamber, eg the role of the Lords during the premiership of Margaret Thatcher. Another line of argument might be to consider the democratisation of the membership of the House of Lords, especially its active membership, with comments on the decline of the wealth and significance of the landed aristocracy, the ennoblement of new money and industrialists, the slow impact of a more socially, broadly based meritocracy, for example on the bench of bishops, the creation of life peerages from the late 1950s. By the 1990s some members of the Lords were from humble origins.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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