

History A

Advanced Subsidiary GCE

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

Mark Scheme for June 2013

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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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Annotations

Annotation	Meaning

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 for Levels I to IV until the best fit has been found. However for Levels V to VII start in the middle.
- (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: - 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	<p>Candidates may test the reforms of the Consulate against the principle of equality, but may also refer to issues such as 'liberty', 'equality' and 'fraternity'. Candidates might use these ideas to assess the reforms of the Consulate and consider issues such as the Constitutions, religious changes, legal reforms and education reforms. In support of the statement, candidates may consider legal equality, careers open to talent changes to education and the allowance of freedom of conscience. They may argue that Napoleon only followed such principles either in so far as they helped to win support or they were consistent with his hold on power. They might argue that other principles were more important; in discussing liberty they might argue that there was freedom of religion and religious toleration, although this might be balanced against controls on the press and limitations to the freedom of movement. There might be discussion of the protection offered to those who had purchased Church and émigré lands. There might be consideration of how much popular sovereignty there was in the constitutions.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
2	<p>Candidates must deal with the given factor adequately even if they wish to argue that other factors were more important. In relation to the the strengths of the French army candidates may point to the size, membership and organisation of the French army, the battlefield tactics and campaign strategies reflecting the legacy of pre-Napoleonic reforms. Such discussion needs to be balanced against other factors such as weaknesses of his opponents (candidates may discuss some of the following: the size, membership and organisation of their armies and their strategies/tactics, the (in)competence of their generals, the divisions between political and military leadership, the weaknesses of coalitions and alliances and so forth) ; Napoleon's reforms of the army (corps system), the competence of the officer corps, Napoleon's generalship, Napoleon's combination of political and military leadership, the resources of France, and so on. Candidates may well support their arguments by reference to Napoleon's Italian campaigns, the Marengo campaign, Ulm and Austerlitz, Jena and Auerstadt, Eylau and Friedland, Wagram.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
3	<p>Candidates must deal with a range of factors and assess their relative importance and linkages to score well. Many candidates may well focus on the consequences of Napoleon's defeat in Russia as the most significant factor – the loss of (irreplaceable) manpower and resources (particularly cavalry horses and artillery), the encouragement to resistance, the blow to French morale, and so on. They could make linkages with the decision of Prussia to take up arms and of Russia to continue the war, to the formation of the Quadruple alliance and so on. Others may argue that other factors are as or more significant such as the long term British opposition (candidates may refer to British naval supremacy, British diplomacy in organizing and subsidizing anti-Napoleon coalitions, British military action, especially in support of the Peninsular War); the impact of the Continental System (in creating opposition); the growth of opposition to Napoleon across his Empire, the Peninsular War, the arguable decline of Napoleon's generalship and armies, the improvements in his opponents' armed forces and officer corps, the adaptation to Napoleonic tactics, the decision of Austria to take up arms in 1813 and so on.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
4	Candidates may argue that the murder of the Duc de Berry marked a watershed in the policies of the Bourbon monarchs, contrasting the relatively liberal policies of the period prior to 1820 under Richelieu, and to some extent Decazes, with the more reactionary policies of ministers such as Villele. Candidates might argue that the early period Louis was trying to keep the Ultras at arms length, but that after 1820 they increased influence, most noticeably under Charles X. Some may contrast the Charter with Charles X's coronation and the symbolism associated with both. There might be discussion of the franchise, army reform and press freedom. Candidates might discuss the personalities of the two monarchs and conclude that although Louis was only a reluctant constitutional monarch, Charles actively sought to reverse the changes Louis had accepted.	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
5	<p>Candidates must deal with a range of factors and assess their relative significance and the linkages between them to score well. There are a range of factors short and longer term, from the revolutionary heritage through to the economic and the short term crisis in February 1848. Candidates may refer to the economic causes of the Revolution, pointing to the impact of the longer term problem of poverty and social unrest; the impact of poor harvests in 1845-6; the international financial crisis from 1846; over-investment in railways; rising unemployment and cutbacks in production. The distress and unrest associated with these developments may be linked to other factors such as the apparent indifference of the government and (apparent) intransigence of ministers such as Guizot, the growth of political opposition (liberals, Bonapartists, socialists), the desire for reform (Reform Banquets), foreign policy failures and lack of <i>gloire</i> in foreign policy, the lack of will of the monarch and his 'bourgeois' style, the lack of legitimacy from which the Orleanist monarchy suffered and so on.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
6	Candidates may well pick up on the apparent move away from dictatorship in the 1860s with the 'liberalisation' of the Empire. They may point to the nature of the constitution (how liberal was it from the start?) and the concessions that Napoleon had to make over time. Candidates may examine the sources of Napoleon's support and the adaptations he had to make in order to try and maintain that support and the impact of the growth of liberal opposition. However, candidates may argue that whilst there were some changes (such as the reforms of 1867/8 or the creation of a 'Liberal Empire' in 1869-70) it would be wrong to overestimate their significance.	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
7	<p>Candidates need to address the given factor adequately even if they wish to argue that other factors were more important. In relation to the fur trade, candidates may point to the role of fur trappers and mountain men in exploring the West and identifying trails and routes west, the significance of their interaction with the Native Americans, both establishing relations and in building dependence, in the 'romance' they helped give to the West with the accounts of their exploits and the news they brought back East of the fertile valleys to the West. Candidates may also link the fur trade to Federal attempts to lay claim to the Oregon country and American interests <i>vis à vis</i> the British, Spanish and Russians. However, candidates may set the significance of the fur trade against other factors such as Federal actions in acquiring (Louisiana Purchase) and exploring the West (Lewis and Clarke, Pike, Fremont et al.), the missionary effort (e.g. the Whitmans in Oregon), the desire for settlement (e.g. Texas and Oregon Fever), the Santa Fe trade (linked to furs also) and so on. The date of 1850 also allows candidates to discuss the significance of the Mexican War, the Mormon migration to Utah and the discovery of gold in California. Candidates may also discuss the role of push factors that were making the West more attractive to settlers (such as the pressures on land as the West between the Appalachians and the Mississippi became settled and the economic depression after 1837). This is also a question about the 'opening up of the West' rather than extensive settlement.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
8	<p>Candidates will need to identify and explain a number of reasons and evaluate their relative importance and/or links to access the higher bands. Candidates may discuss reasons such as: the onward pressure of white settlement, the mutual misunderstanding arising from different cultures, the incompatibility of nomad and settler cultures, the power of interest groups in Washington in undermining agreements and the distance/poor communication/lack of knowledge between policy-makers in Washington and the situation in the West, corruption of government Indian Agencies, the destruction of the buffalo on the Plains as they were settled and railways pushed through, the actions of individual commanders in the field, the desperation of the Native Americans as their way of life disappeared and so forth. In discussing some of the above candidates may refer to some of the following developments: the impact of the Louisiana Purchase and the Tecumseh Confederacy, Andrew Jackson and the Indian Removal Act of 1830, the Black Hawk War, the 'trail of tears', the Laramie Treaty, atrocities such as the Sand Creek massacre and the Fetterman massacre, the Red River War, Grant's 'Peace' policy, Reservations, Little Big Horn, Americanisation and so on.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
9	<p>Candidates need to deal with the given factor even if they wish to argue that other factors were more important. In addressing the role of westward expansion candidates may argue that the fundamental issue was not westward expansion per se, but the issues to which it gave rise, in particular the issue of the potential for slavery in newly acquired territory. Candidates are likely to discuss the issues arising from the outcomes of the Mexican War and the 1850 Compromise, the doctrine of 'popular sovereignty' and the issues surrounding Kansas to show how westward expansion caused tensions between North and South. However, they are likely to set this in the context of the significance of the slavery issue itself pointing to the furor created by Uncle Tom's Cabin, the Fugitive Slave Act, Dred Scott and the actions of John Brown. They may also provide a wider context of North-South tensions, issues of tariffs and states' rights and the development of sectional politics, especially the rise of the Republican Party. Even so, candidates are likely to argue that westward expansion was a catalyst that brought other issues to a head in the 1850s.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
10	Candidates must consider the named factor, even if they want to argue that other factors or nations were more responsible for the outbreak of war. The focus of the response should be on the outbreak of war with longer term factors linked to 1914. In support of the named factor, candidates might consider the support Russia gave to Serbia and its desire to protect fellow Slavs, and the mobilisation of the Russian army. Candidates might contrast this with the responsibility of other nations such as Germany, France and Austria. In discussing Germany they might consider the Schlieffen Plan and decisions made in 1914, particularly the 'Blank Cheque'. Some candidates might consider the Fischer thesis. There might also be discussion of the Austrian ultimatum or French support for Russia. Candidates might also consider issues such as the role of militarism, imperialism, the Alliance system, domestic pressures, the Balkan crises and the decisions taken during the July crisis.	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
11	<p>The question seeks to elicit responses that assess the various factors that shaped the Treaty of Versailles. Candidates may well make a strong case for the role of revenge, especially with regard to France and to some degree Britain. Candidates may discuss how far France achieved her aims regarding reparation and revenge on Germany. In discussing Britain, candidates may well refer to the public desire for revenge and the political desire to moderate French demands and ensure Germany could become an economic partner again. The desire to take the German navy may be taken as evidence of revenge, if not self-interest. However, candidates may well argue that the USA was more idealistic in its approach and point to the role of Woodrow Wilson and the influence of his ideas of self-determination and justice in shaping some elements of the Versailles settlement with Germany – for instance in relation to the borders with Denmark and Poland. Candidates may argue that although revenge did help shape the treaty, especially in relation to reparations and War Guilt, other reasons were at play too – considerations of security and defence, for example, in relation to the Rhineland and disarmament.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
12	<p>Candidates need to identify and analyse the effects of the Great Depression in international relations in Europe and elsewhere evaluate their relative significance and links between them. Candidates may well discuss the domestic effects of the Great Depression and the influence this exerted on foreign policy. They may argue that in Germany the Great Depression led to the rise of Hitler and his aggressive foreign policy ambitions and point to a similar pattern in Japan. They may link such discussion to the divisive effects of the depression on the politics of France and its comparative weakness internationally thereafter, as well as the impact of the depression on Britain and its subsequent desire to avoid international entanglements as it struggled to deal with the effects of the depression domestically and across the Empire. Candidates may draw a direct link between the depression and Britain's policy of Appeasement and desire to avoid war at all costs. Candidates may also link the Great Depression as a factor in USA's policy of isolationism. This desire to avoid confrontation by Britain and France led to the paralysis of the League of Nations as a peacekeeping body. There might also be some discussion o Mussolini's desire for an Empire. In contrast candidates may also discuss the role played by the Soviet Union that was largely unaffected by the Depression. Candidates may well argue that the depression made some nations more aggressive at the same time sapping the will of others to resist.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
13	<p>Candidates may discuss the political repression that followed the October Manifesto and the Fundamental laws and the nullifying of the potential of the Duma as a check on Tsarism. They may point to these measures as ones that indicate the restoration of Tsarist authority. They may also point to the decline in agitation and the collapse in the membership of the (Social Democrats) RSDLP. They may also point to Stolypin's 'wager on the strong' as evidence of a different approach and the celebrations of the Romanov dynasty in 1913 of the Tsar's popularity that may suggest the restoration of authority. However, they may also suggest that whilst there was comparative quiet in the period after 1906 stability was more apparent than real and that the pressures that brought about the revolutionary crisis of 1905 were still unresolved, that the events of the Revolution and its immediate aftermath had severely injured the Tsar's authority and that the Tsar had, in any case, had to concede the existence of the Duma, however he limited its effectiveness. They may also point to unrest such as that in the Lena massacre (1912) and suggest that the First World War would expose the fragility of the Tsar's hold on power.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
14	Candidates must deal with a range of factors and assess their relative significance and linkages between them to score well. Candidates may discuss those factors that emphasise aspects to do with the opposition: the patchwork of opposition to the Bolsheviks, the lack of coordination of efforts, the lack of clear or agreed aims, the resistance of the peasants (and Green forces), the strategic difficulties, the quality of leadership and size of armies, and the ambivalent attitude of the Entente powers despite their presence and supply of arms. They may also discuss 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.	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
15	<p>Candidates might judge failure against aims, outcomes and context. Candidates are likely to focus their discussion on collectivization and the five year plans. They refer to Stalin's desire to catch up with the west and argue that the outcome of the Second World War suggests the policies did not fail. They may refer to Stalin's desire to destroy capitalist elements in the economy and consider the success of the attack on the kulaks. There might be discussion of the relationship between the targets of the Five Year Plans and the actual production figures, although this might be contrasted with the propaganda. Candidates might also consider the production levels in agriculture and the famines. However, some may argue that some lessons were learnt from the first Five Year Plan and that the second was more successful. Candidates may argue that social costs were high and therefore the policies should be seen as a failure; workers were controlled and disciplined and there was a decline in living standards. The elimination of the kulaks as a class may also be considered.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
16	<p>Candidates may identify a number of problems and assess the policies adopted to deal with them, but there will need to be some overall assessment of the policies. Candidates may consider issues such as those posed by the growth in socialism and trade unions, relations with Catholic opinion, economic problems, questions of social welfare, unrest, the poverty of the south, the widening of the franchise, the legacy of the humiliation of Adowa, nationalist and imperial aspirations, violence, assassinations and the disorders of 1898 and 1914. Candidates may assess how far the policies of Giolitti and transformismo were a failure. They might consider issues such as the use of repression, censorship, the limited nature of social reforms, taxation policies, the Libyan affair and the decision to widen the franchise. Candidates may argue that despite the reforms and Giolitti's ability to manage parliament, his success was limited and that most of the problems remained as was revealed after the First World War. Some candidates might refer to the situation after the First World War to illustrate this failure, this is acceptable provided it does not dominate the answer and is linked back to the actual question of 1896-1915.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
17	<p>Candidates will need to deal with the given factor adequately even if they wish to argue that other factors were more important. In relation to the failure of liberal governments there might be some discussion of the failure of Nitti and Giolitti to deal with the post war problems effectively, such as the failure to gain a credible post war settlement and the failure of transformismo and the weak action of the governments in dealing with unrest. This might be contrasted with the direct action of Mussolini, particularly against strikers and communists. This might also be linked to the opportunism and ability of Mussolini. There might be some discussion of the impact of the social and economic problems; this might also be linked to Liberal failings. Candidates might refer to unemployment, inflation, post-war economic restructuring, problems in the countryside and the north-south divide. Candidates might also discuss the fear of socialism and communism; its electoral profile and the <i>biennio rosso</i> and fears aroused amongst the middle and upper classes. Some might consider the attitude of the King and the establishment and the decisions made in 1922.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
18	<p>Candidates will need to identify and analyse the impact of a range of social and economic policies. Many are unlikely to make a clear distinction between social and economic policies. Candidates may discuss the impact of some of the following: education policy and the attempt to indoctrinate the young with fascist ideas (fascist culture and history were compulsory); the impact of youth groups, such as the Balilla, the 'Little Italian Girls', the Dopolavoro; the Corporate State and corporativism; the Battles for Grain and Land, the Battle for Births, the Battle for the Lira, subsidies for industry, the electrification of railways and the building of autostrade. It is difficult to measure the impact of social policy, but there was a strong attempt to influence the young, even if literacy rates did not improve.</p> <p>Candidates may argue that the impact of the economic policies was far greater, although some may argue that it was only superficial or apparent because of propaganda. There may be some who argue that the policies did prevent Italy suffering from the worst of the Depression, although others may argue that the recovery had already begun before his policies. Some may even argue that the impact was negative as the value of the lira was inflated and this hit exports and tourism. Some may also argue that the policies created inefficiency because of protectionism, subsidies and the emphasis on the production of goods, such as wheat.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
19	<p>Candidates will need to identify and analyse a number of reasons and evaluate their relative significance. There must be adequate discussion of the lack of popular support if candidates wish to access the higher levels, even if they conclude that it was not the most important reason. In considering the lack of popular support candidates might discuss the corruption of the Nationalists and their land policy, which contributed to their failure to win over the support of workers and peasants. They contrast this with the Communists who gave active aid to the peasants. There may be discussion of other Nationalist failings under Jiang with the distraction of the warlords, the loss of middle class support and poor performance in the war against the Japanese. In contrast, some may argue that it was the strength of Communist forces that best explains their success. There might be discussion of the role of leaders, such as Mao, the active aid and support given to peasants, the skills of the Red Army, its development of guerrilla tactics, the significance of the Long March and the honing of ideas in Yen-an and the communists' role in fighting the Japanese. Candidates may be aware of the importance of events such as the United Front after 4 May Movement, the White Terror of 1927, the retreat to the countryside and Chungking Mountains, the development of the Red Army, the Nationalist Campaigns and the resulting Long March of 1934-5, Yen-an and the joint action against Japan.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
20	<p>Success may be assessed against, aims, outcomes and context. Candidates may distinguish between initial economic policies, progress towards collectivisation and the first Five Year Plan (1952-56). Candidates may point to initial successes in controlling inflation, reforming the currency and the continuity of industry through the employment of existing managers and businessmen. Candidates may also discuss the impact of land seizures, attacks on landlords and the encouragement of collectives (over 750,000 by 1956) and then the enforcement of communes. They should also discuss the aims and outcomes of the First Five Year Plan. They may argue that the results were impressive, but heavily dependent on Soviet aid and support. In relation of the Great Leap Forward candidates may point to some impressive results and the lasting legacy of self-reliance, communes etc. However, they are more likely to argue that the Great Leap Forward was a failure because its approach to economic policy was misconceived and targets were not rooted in sound economic analysis. Candidates may argue that Mao's belief in mass effort by the peasantry to revolutionise China's industrial and agricultural production was hopelessly unrealistic, emphasizing, for example, the weaknesses of 'backyard furnaces' (the steel produced was practically useless and large areas were deforested to feed the furnaces), the limited success of the State Owned Enterprises, the weaknesses of Lysenkoism, 'sparrowcide', the collapse in food production and the 'three hard years' (50 million dead), economic crisis and the changes made in early 60s. On the other hand 'the blue ants' did achieve some impressive feats in creating canals, bridges, dams etc. through manual labour.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
21	<p>In seeking to assess the extent of change, candidates may discuss some of the following: the significance of Deng Xiaoping and the trial of the Gang of Four; the 'four cardinal principles'; the 'four modernisations' and limited liberalization; the four 'Special Economic Zones' and growth of foreign trade; developments in social policy – one-child family; the limited political reforms; the significance of the 'democracy wall' and the 'fifth modernisation'; Tiananmen Square. Candidates may argue that whilst there has been significant development in the economic sphere, moves towards political liberalization have been limited and that the essential political domination and control of the communist state has remained. Whilst there should be discussion of both economic and social as well as political change, do not look for or expect equal treatment.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
22	<p>Candidates will need to deal with the given factor even if they wish to argue other factors were more significant. In relation to foreign investment and support, candidates are likely to focus on the Dawes Plan and the subsequent foreign investment from the USA (and Young Plan) and other European states, to the acceptance of Germany into the League of Nations and the Locarno Treaties. However, some candidates may point to the disastrous impact of reparations and the invasion of the Ruhr that arguably threatened the continued existence of the Weimar Republic. They should also discuss the role of some of the following: the early deal with the army (Groener), how the Weimar governments managed to deal with the threats to their existence from both the extreme left and the extreme right, reasons for the Republic's survival the crisis of 1923 (invasion of the Ruhr and hyperinflation), the significance of statesmen like Ebert and (especially) Stresemann, the existing support for democracy (or at least rejection of extreme solutions), and so forth.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
23	<p>Candidates should consider a range of reasons and assess their relative significance and the linkages between them to score well. At the higher levels candidates will cover the whole period. Candidates may well emphasise to the use of terror. In relation to terror, candidates are likely to discuss various aspects of the police state such as the roles of censorship and propaganda, the Nazification of the judicial system, the use of arbitrary imprisonment and the roles of the SS, Gestapo and concentration camps. They may also point to the stifling of political opposition with the arrest of communists and social democrats and the 'law' banning other political parties. However, candidates may balance their discussion of these areas with the role of indoctrination, the attempts to control all aspects of people's lives (with reference to the German Labour Front, Strength through Joy, the Hitler Youth etc.). Candidates may also refer to the apparent benefits of Nazi rule: the end of the communist threat, the restoration of 'order', employment and economic recovery, and foreign policy successes.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
24	<p>Success may be assessed in terms, for example, of aims, outcomes and the historical context. It is unlikely that candidates will argue that Adenauer was unsuccessful, but may well qualify the degree of success. They are likely to consider both foreign and domestic policy. In relation to the former, candidates may discuss some of the following: the Schuman Plan and the ECSC, West Germany's winning of international recognition, the rearmament problem and the EDC, and its joining of NATO, the ending of the 'Occupation Statute', relations with the Soviet Union and GDR and the 'Hallstein Doctrine', the problem of West Berlin and the Berlin crisis. Overall, candidates are likely to argue that Adenauer's foreign policy must be considered a success, establishing and maintaining West Germany's independence, building relations with France and the Benelux, maintaining the aim of reuniting Germany and so on. In relation to domestic policy candidates are also likely to argue for a high degree of success, considering some of the following: the work of Erhard and the development of the social market economy, the significance of Marshall Aid, cheap labour, good industrial relations, and the survival of much of Germany's industrial base after the war. They may point to the fall in unemployment and the average growth rate of 8%, and improving living standards. In politics candidates may point to Adenauer's role in maintaining the strength and stability of the CDU/CSU coalition.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
25	<p>Candidates will need to deal adequately with the given factor even if they wish to argue other factors were more important. In relation to Stalin's responsibility, candidates may point to his concern for the security of the Soviet Union against invasion from the West, the desire for reparations and for friendly neighbouring governments. Communist governments were the best guarantee of this and this explains much about Soviet policy between 1945 and 49. Candidates may balance the discussion of Stalin's role against other factors, notably the role of the USA, Britain and France. Candidates may consider some of the following: the position in 1945 (Yalta, Potsdam and end of war, position of Allied forces), ideological differences as context, divisions over Poland, Germany etc., Churchill's 'Iron Curtain' speech, Soviet actions in Eastern Europe, the Truman Doctrine and Marshall Aid, Cominform, Czechoslovakia and developments in Germany and Berlin.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
26	Candidates will need to explain a number of reasons and assess their relative significance and linkages to score well. Candidates may focus on the two crises surrounding the Berlin Blockade and the building of the Berlin Wall, as well as the division of Germany. In assessing reasons, candidates may discuss some of the following: the consequences of the decision to divide Berlin into four zones; the strategic position of Berlin in the Soviet zone; the reasons for and consequences of the Berlin Blockade in 1948; the events of 1953, the division of Germany, the acceptance of West Germany into NATO, the significance of West Berlin as an island of capitalism/western shop window and as the front-line in the Cold War; the stream of refugees to the West; the decision to build the Berlin Wall and its impact in the context of the failure of the Paris summit and the U2 spy plane incident.	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
27	<p>Candidates will need to consider the importance of Gorbachev's policies and weigh them up against other factors. Candidates may consider the role of the repudiation of the Brezhnev Doctrine, the policies of perestroika and glasnost. These policies might be linked to the legalisation of Solidarity in Poland and democratic elections there and in Hungary, which ultimately led to the collapse of communist regimes elsewhere. These policies might be balanced against longer term problems that faced the Soviet Union and Eastern Europe. It might be argued that it was the long term problems that resulted in the policies and stimulated the popular protest. Candidates might point to the economic problems in East and contrast the situation with the wealth and freedom of the West. There might be consideration of the importance of growing dissidence in the East and the impact of the Soviet Union's inability to compete militarily with the USA.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
28	Candidates must deal with a number of reasons and assess their relative importance and the linkages between them. In relation to 1967 candidates may point to Nasser's role, such as his defensive alliance with Syria, the significance of Nasser's rhetoric as the crisis between Israel and Syria mounted, the build up of troops and the defensive alliance with Jordan, and the closure of the Strait of Tiran. Candidates will also need to consider Israel's actions and culpability, the re-arming of the Middle East after Suez, the long term tensions that, of course, remained after the first Arab-Israeli War and Suez, the actions of Syria, the involvement of the USA and the Soviet Union as the Arab-Israeli conflict became an key 'battleground' of the Cold War. Candidates may consider the role of the PLO.	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
29	<p>Candidates must deal adequately with the given factor even if they wish to argue that other factors were as or more significant. In relation to the Palestinian nationalists candidates may discuss some of the following: the association of Palestinian nationalists with violence (Yasser Arafat and Fatah, raids in the 1960s, hijacks, Black September, the Munich Olympics) and the continued association between Palestinian nationalism, violence and the aim of the destruction of Israel. Candidates may argue that violence was the Palestinians' only weapon, that it brought the issue of the Palestinians to world attention and made possible an eventual two-state solution (proposed by Arafat); but that fact that this has yet to come to fruition may arguably be put down to Palestinian intransigence and continued violence (First and Second Intifadas, Hamas, Islamic Jihad and so on). Others may argue that there were other obstacles to peace, not least the attitude of Israel (such as the policies of Begin after 1977 and growth of Israeli settlement of West Bank and Gaza) and the unwillingness of the USA to force a solution. The issue of the Palestinians was also bound up with the other causes of distrust and friction within the Middle East. Candidates may discuss long term reasons for the hostility between Israel and the Palestinians, the significance of particular issues (settlement, Jerusalem), violence and use of force, roles of the superpowers and Arab states and so on.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
30	<p>Candidates need to consider the given factor even if they wish to argue other factors were more significant. In relation to the Shatt al-Arab waterway, candidates may point to the longstanding nature of the dispute, its significance in relation to oil and its particular resonance for Iraq given the shortness of its coastline. Certainly it was an issue and a <i>casus belli</i>, a pretext for war. Candidates may consider other longer term reasons such as the alignment of Iraq and Iran on the two sides of the Cold War, Iranian support for Kurdish rebels in northern Iraq in the 1970s. They may also point to shorter term tensions that arose with the ascension to power of Hussein and Khomeini. Khomeini's provocations (not recognizing Hussein's regime and urging Shia unrest) may be discussed as may Hussein's expulsion of Iranian Iraqis and support for Iranian Kurds. They may discuss the trigger point over control of the waterway (abrogation of the Algiers agreement to joint control).</p>	50	No set answer is looked for but candidates will need to answer the question.

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

OCR Customer Contact Centre

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Facsimile: 01223 552553

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