

## **History A**

Advanced Subsidiary GCE

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

# **Mark Scheme for January 2012**

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

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

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

**Notes:**

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

AOs	AO1a	AO1b
Total mark for each question = 50	Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.	Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of: <ul style="list-style-type: none"> <li>- key concepts such as causation, consequence, continuity, change and significance within an historical context;</li> <li>- the relationships between key features and characteristics of the periods studied</li> </ul>
<b>Level IA</b>	<ul style="list-style-type: none"> <li>• Uses a wide range of accurate, detailed and relevant evidence</li> <li>• Accurate and confident use of appropriate historical terminology</li> <li>• Answer is clearly structured and coherent; communicates accurately and legibly</li> </ul> <p style="text-align: center;"><b>21 – 24</b></p>	<ul style="list-style-type: none"> <li>• Clear and accurate understanding of key concepts relevant to analysis and to the topic</li> <li>• Clear and accurate understanding of the significance of issues in their historical context</li> <li>• Answer is consistently and relevantly analytical with developed and substantiated explanations, some of which may be unexpected</li> <li>• The argument evaluates a range of relevant factors and reaches clearly substantiated judgements about relative importance and/or links.</li> </ul> <p style="text-align: center;"><b>24 – 26</b></p>
<b>Level IB</b>	<ul style="list-style-type: none"> <li>• Uses accurate, detailed and relevant evidence</li> <li>• Accurate use of a range of appropriate historical terminology</li> <li>• Answer is clearly structured and mostly coherent; writes accurately and legibly</li> </ul> <p style="text-align: center;"><b>18 – 20</b></p>	<ul style="list-style-type: none"> <li>• Clear and accurate understanding of most key concepts relevant to analysis and to the topic</li> <li>• Answer is mostly consistently and relevantly analytical with mostly developed and substantiated explanations</li> <li>• Clear understanding of the significance of issues in their historical context.</li> <li>• 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.</li> </ul> <p style="text-align: center;"><b>22 – 23</b></p>

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

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

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

Question	Answer	Marks	Guidance
1	<p>This question seeks to elicit responses that examine the impact of Napoleon's reforms in government and administration, law, fiscal and economic policy, religion and education. Candidates may not deal with all these reforms but there must be reasonably coverage to score at the higher levels. Candidates may argue that in some areas there were clear 'benefits' (however qualified): the bringing of relative religious peace; the establishment of order; the re-establishment of government authority (and relative administrative efficiency), the codification of law, relative economic stability, the establishment of state secondary schools (<i>lycées</i>) and so on. However, such discussion is likely to be balanced against the apparent detriments, particularly in the areas of political freedom and effective popular sovereignty, the restrictions on workers and the patriarchal nature of the Civil Code. Some may also suggest that the degree of order and stability brought by Napoleon has been exaggerated (the position during the Directory was not as bad as has sometimes been painted).</p>	50	<p>No set answer is looked for but candidates will need to address the question.</p>
2	<p>In relation to the weaknesses of his opponents, candidates may discuss some of the following: the size, membership and organisation of their armies and their strategies / tactics, the competence of their generals, the divisions between political and military leadership, the weaknesses of coalitions and alliances and so forth. Such discussion may be contrasted with the size, membership and organisation of the French army, the battlefield tactics and campaign strategies reflecting both the legacy of pre-Napoleonic reforms and Napoleon's developments, the competence of the officer corps, Napoleon's generalship, Napoleon's combination of political and military leadership, the resources of France, and so on. These all need to be demonstrated and candidates may well support their arguments by reference to Napoleon's Italian campaigns, the Marengo campaign, Ulm and Austerlitz, Jena and Auerstadt, Eylau and Freidland, Wagram.</p>	50	<p>No specific answer is looked for. Candidates must deal with the given factor adequately even if they wish to argue that other factors were more important.</p>

Question	Answer	Marks	Guidance
3	<p>In assessing consequences candidates may discuss the Continental System in relation to both the economic and the political impact on France and Napoleon. They should display a good knowledge of the aims of the System and how it was put into operation in order to assess its impact. Some candidates may discuss the System in terms of the Continental blockade (ie the attempt to exclude British trade from the Continent), but should show awareness that the System was also an attempt to replace Britain with France and make the continent subservient to the economic needs of France. They may well argue that the impact was varied in its effects, referring to such matters as: depriving the western ports of France (because of Britain's counter-blockade) of key exotic goods; producing attempts to subvert the system through smuggling; the general distortion of the pre-system patterns of continental trade; the generation of anti-Napoleonic feeling that helps to explain the growth of opposition in his later years. There may also be reference to the role of the Continental System in explaining Napoleon's (disastrous) Spanish and Russian campaigns. However, candidates may also point to the protection it offered for French continental trade and manufactures (such as the Lyons silk industry) and to the possibility of achieving victory over Britain by stifling her trade with the Continent (there were signs that, as far as it could, the system was 'working' in 1810 – 11). Candidates may argue that the System was an underlying cause of French defeat and Napoleon's overthrow.</p>	50	No specific answer is looked for.
4	<p>Candidates may assess success in relation to Louis XVIII's aims, the results of policies and/or the historical context. In relation to the question there may be discussion of the importance of The Charter, the impact of the Hundred Days, the 'White Terror' and Chambre Introuvable, legislation in relation to rights to vote, army reform and press freedom, the payment of the indemnity and the Congress of Aix-la-Chapelle (1818), Ultras, and so on. Candidates may argue that, given the situation in 1814 – 15, Louis did remarkably well to hold on to power and pass it on his death without incident to Charles X. On the other hand, candidates may suggest that the promise of the early years, where he appeared to work within the spirit of the Charter, were undermined by the increasing influence of the Ultras after the murder of the Duc de Berry in 1820. Some candidates may consider the issue of economic success and prosperity.</p>	50	No specific answer is looked for.

Question	Answer	Marks	Guidance
5	<p>Candidates may discuss some of the following: the tension between the Parisian/left wing revolution and the provinces reflected in the elections to the Constituent Assembly; the June Days and its repression and its legacy of bitter division; the weaknesses of the constitution (especially with regard to the roles of President and Assembly); the election of Louis Napoleon; the misjudgement of politicians who believed Louis Napoleon could be managed; changes to the franchise; Louis Napoleon's ambitions and exploitation of divisions; the carefully managed coup of December 1851 and the plebiscite of 1852. Candidates may argue that the key factors were the tensions between left and right, the popularity of Louis Napoleon and his careful propaganda, the misjudgement of the politicians like Thiers and the lack of support for the Republic from the workers after the June Days.</p>	50	No specific answer is being looked for but candidates will need to discuss and evaluate a range of reasons to score well.
6	<p>Candidates will need to identify Napoleon's aims in order to discuss his achievements. In relation to aims, candidates may well refer to Napoleon III's claim 'the Empire means Peace', the desire to overturn the Vienna Settlement, the desire to reclaim France's 'natural frontiers' along the Alps and the Rhine, sympathy for the causes of 'Poland' and 'Italy', the more general desire to achieve 'gloire' and national greatness. More specifically, some may suggest that Napoleon's policy to some degree was based on a desire to break up the Holy Alliance and maintain good relations with Britain. Whatever aims are identified they need to be assessed in relation to some or all of the following: the Crimean War and its aftermath, Plombières and the Italian war of 1859 and its aftermath, the Mexican adventure, involvement in Austro-Prussian relations and the war of 1866, the attempt to secure 'compensation', the Franco-Prussian War. A line of argument may well be that after some initial successes (Crimea and arguably the annexation of Nice and Savoy) the general pattern was one of humiliation and failure resulting ultimately in the end of the Empire.</p>	50	No specific answer is looked for.

Question	Answer	Marks	Guidance
7	<p>Candidates may discuss reasons such as: the constant westward pressure by a growing white population, the impact of minerals finds and the subsequent 'rushes', 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 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 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, the First and Second Seminole Wars, Andrew Jackson and the Indian Removal Act of 1830 and the 'trail of tears', the policy of concentration and Reservations, the Laramie Treaties, Sand Creek massacre, the Fetterman massacre, the Red River War, Little Big Horn, Americanisation and so on.</p>	50	<p>No specific answer is looked for. Candidates will need to identify and explain a number of reasons and evaluate their relative importance and/or links to access the higher bands.</p>
8	<p>Candidates may explore the short and longer term issues that led to deterioration in relations, secession and war. Central to their arguments is likely to be the issue of slavery and its potential westward expansion. Candidates may also discuss the issue of States' rights, the apparent social, cultural and economic divisions between North and South and the suspicions of 'Slave Power conspiracy' and 'northern aggression'; there is also likely to be reference to abolitionist pressure. They may discuss some of the crises that made the issue of slavery, and the issue of the possible westward expansion of slavery, so contentious and show how each contributed to the deterioration in relations. In this context, candidates may refer to the Mexican War, Wilmot Proviso, Calhoun doctrine, the 'Compromise' of 1850, fugitive slaves, Dred Scott, 'Bleeding Kansas', the development of the northern Republican Party, Harper's Ferry and so on. Candidates may suggest that the final straw in the deterioration in relations was the election of a sectional president in Lincoln.</p>	50	<p>No specific answer is looked for. Candidates need to identify and analyse reasons and evaluate their relative significance and/or linkages.</p>

Question	Answer	Marks	Guidance
9	<p>Candidates may well argue that Lincoln was more significant in some areas than others. In discussing Lincoln, candidates may consider some of the following aspects of leadership and how far they contributed to the war effort, such as: appointment of ministers and management of government, appointment of, and relationship with, military commanders, ability to inspire the people and read their mood, political judgement, the use of executive powers to pursue the war effort effectively, decision-making. For example, candidates may criticize Lincoln's early appointments, such as McClellan, as not helping to secure victory. On the other hand, Lincoln eventually found his war-winning commander in Grant. Lincoln's oratory (there may be reference to the Gettysburg address) and judgement of the public mood (securing the loyalty of some of the middle states, Emancipation proclamation) may be assessed as significant. Overall judgement as to 'how important?' may be provided by setting the role of Lincoln's leadership in the context of other factors such as superior resources, Grant's generalship, the relative weaknesses of the South and so on.</p>	50	<p>No specific answer is looked for. Candidates, however, do need to assess the role Lincoln's leadership even is they wish to argue other factors were more important.</p>
10	<p>Candidates may discuss the following: military and naval arms races, aggressive German foreign policy, Russia's hopes and fears in relation to the Balkans, British and French policy, domestic problems and pressures and the intentions and nature of the alliances that preceded the First World War. They may discuss the significance of particular crises in contributing to making war more likely, such as the Bosnian Crisis, the Moroccan Crises and the July Crisis of 1914. Candidates may discuss the relative responsibility of the different powers for the outbreak of war as well as dealing with specific themes or issues.</p>	50	<p>No specific answer is looked for. Candidates will need to identify and analyse a range of reasons and evaluate their relative significance and/or links between them.</p>
11	<p>Candidates may discuss fairness in terms of fairness to whom (was it fair to Germany, to France, to Britain, to USA etc.)? They may discuss fairness more generally in terms of whether the treaty was a 'just' peace. One area candidates may explore is the justification for the treaty in Clause 231 (the War Guilt clause). If this is accepted, then the 'harsh' terms meted out to Germany may be considered 'fair'; if not, then unfair. Candidates may also consider the unilateral nature of the treaty: it was a victors' peace imposed on the defeated power (a 'Diktat'). Candidates may also consider the details of the peace treaty and decide that some aspects of the peace were 'fair' and others not so. Certainly in all answers examiners should expect to see good knowledge of the details of the peace and the aims and intentions of the parties to the peace.</p>	50	<p>No specific answer is looked for.</p>

Question	Answer	Marks	Guidance
12	<p>The question seeks to elicit answers that evaluate the effects of Italian aggression and candidates may weigh up the impact by setting Italian aggression in the context of other issues that impacted on the developments that occurred. In relation to the 1920s candidates are likely to deal with the Corfu Incident and its impact on the attempts to keep peace in that decade – principally through the League of Nations. Here they may suggest that even at this early stage the weaknesses of the League of Nations were exposed by Mussolini's forceful actions. Candidates' main focus is likely to be, however, on the 1930s with the Abyssinian crisis, Italy's involvement in the Spanish Civil War and later the Pact of Steel with Germany. There may also be discussion of Italian actions in relation to the 1934 Austrian crisis. Some may set Italian aggression in the context of Italian ambitions in the Mediterranean. Candidates may argue that Italian aggression was one factor that contributed more or less strongly to the discrediting of the League of Nations and the destabilizing of international relations in the build up to World War Two.</p>	50	No specific answer is being looked for.
13	<p>Candidates will need to focus on evaluating the degree of political, social and economic change that resulted from the 1905 Revolution. Candidates may set their answer in the context of the mass social, economic and political unrest that occurred in 1905 and the issues from which the 'revolution' emerged. In assessing the degree of change candidates may contrast the promise of political and socio-economic changes given in the October Manifesto and the agrarian reforms of Stolypin, with what happened, such as the Fundamental Laws. In relation to the former candidates may well argue that the constitution of 1906 was little more than a fig-leaf of liberal reform covering the nakedness of Tsarist autocracy, pointing to the powerless of the Dumas and the political repression that followed the Revolution. In relation to the latter, repression ('Stolypin's necktie') may be contrasted with the attempt to reform the <i>mir</i> system and solve the problems of land hunger. Candidates may well argue there was more real change here than in the political system.</p>	50	No specific answer is looked for.

Question	Answer	Marks	Guidance
14	<p>Candidates need to identify and evaluate the relative significance and linkages between a variety of reasons for the Tsar's fall from power. Some may argue that for the Tsar's own culpability as a major reason, pointing to his failure his failure to learn the lessons of 1905 and make significant reforms, his weakness and indecision, his often poor choice of ministers, his tolerance of Rasputin, his failure to work constructively with the Dumas, his fateful decision to go to the front in 1915 and leave the Tsarina and Rasputin in charge and so on. Others may stress the impact of the First World War as the defining reason, arguing, for example, that the combination of defeat, massive casualties, economic dislocation, inflation, shortages of timber and food in the cities, mismanagement and the fateful linkage to the Tsar once he went to the front line all point to the impact of the First World War being of central importance. They may also argue that, crucially, the Tsar lost the support of the generals. In addition candidates may discuss longer term problems facing Tsarist Russia, the growth of opposition, and the crisis of February/March 1917, and so on.</p>	50	No specific answer is looked for.
15	<p>Candidates may well argue that 'terror' lay at the heart of Stalin's hold on power, pointing to the central role played by OGPU / NKVD in 'policing' Soviet society and political life, to the purges that characterized Stalin's regime in the 1930s from Kirov to the army purges. Such treatment needs to be balanced against other factors that contributed to Stalin's hold on power, such as the role played by propaganda including the selling of the socialist dream and the development of the cult of personality. Treatment should also cover the control Stalin exercised over the party and central government both in terms of personnel and policy. It may be hard to argue that Stalin enjoyed popular support, but candidates may suggest that some enjoyed the benefits of education and economic change. There may also be reference to the use of collectivisation and the FYP to control workers.</p>	50	No specific answer is looked for. Candidates must deal with the issue of terror even if they wish to argue other factors are more important.

Question	Answer	Marks	Guidance
16	Candidates may discuss some of the following areas: national humiliation after Adowa, famine and economic hardship; the desire for economic improvements (to working conditions); police violence; the North:South divide; the limited franchise; the growth of socialism; nationalist agitation and so on. Candidates may argue that real hardship was certainly an issue in the late 1890s when famine led to food riots. They may suggest that after 1900 much agitation was still economically based and strikes and protests aimed at better working conditions. They may suggest that whilst Giolitti's economic policies led to economic expansion this only accentuated the divide between the industrial north and the poverty-stricken agricultural south. Candidates are likely to spend some time discussing the growth of socialism and the rise in political and economic unrest in the pre-war years, such as 'red week'. They may also point to nationalist agitation that led to the expensive conquest of Libya in 1911 – 12.	50	Candidates need to identify and analyse a number of reasons and evaluate their relative significance and/or linkages.
17	In relation to the significance of Mussolini's political skills, candidates may discuss the development of his ideas, his espousal of nationalism, his opportunism, his marshalling of fascism and his eye for propaganda. Mussolini was able to play on Italians' fears and pose as the man of action, for example the direct action Mussolini was willing to take against strikers and communists. However, candidates may set these skills in the context of other factors that created the circumstances he was able to exploit. These include: the growth of socialism, its electoral profile and the <i>biennio rosso</i> and the fears aroused amongst the middle and upper classes, the Church and the establishment by the 'red menace'; the impact of unemployment, inflation, post-war economic restructuring; problems in the countryside and the north-south divide; the apparent failure of the liberal governments of Nitti and Giolitti to deal with the problems effectively, the failure to gain a creditable peace settlement, the failure of <i>trasformismo</i> ; the legacy of nationalism; the attitude of the King and the establishment and the fateful decisions of 1922.	50	No specific answer is looked for. Candidates must deal with the given factor adequately even if they wish to argue that other factors were more important.

Question	Answer	Marks	Guidance
18	<p>Candidates should identify economic problems (eg weak currency, lack of natural resources, problems of unions, infrastructure etc.) and policies used to deal with them. Candidates may evaluate the success of some of the following policies: the emphasis on self-sufficiency (including the raising of import tariffs to protect domestic industry, the 'battle for grain'); the attempts to create a strong currency ('battle for the lira') improvements in the transport system (roads and railways); state subsidies to industries like steel; the impact of the corporative system. Candidates may well point to some (superficial?) success (draining of the Pontine Marshes, trains running on time, increase in wheat production, increase in electricity supply, etc). Such 'successes' may be set in the context of economic recovery that had begun before Mussolini came to power, the (early) onset of the slump, the adverse impact of the inflated value of the lira on exports and tourism, the inefficiencies encouraged by protectionism and state subsidies, the distortion of the economy by emphasis on certain products (eg wheat).</p>	50	<p>No specific answer is looked for. Candidates may establish criteria by which 'success' in dealing with problems can be judged: in relation to outcomes and context, for example.</p>
19	<p>Candidates may discuss some of the following aspects in relation to establishing Nationalist authority: the establishment of a Nationalist state symbolised by the capital at Nanking (but varied extent of authority of Nationalists in areas away from key centres); the failure to deal with communists and the forced mutual action against Japan after 1937; relative authority in comparison to the warlord years; the impact of lack of democracy and corruption, the lack of popular support; the limited degree of economic progress (industry, transport) and the limitations of social reform (education, New Life Movement, women); the failure to help peasants. Candidates may argue that Jiang's main priority was to hold on to power and to crush the communists and that whilst he did the former, he failed in the latter and so nationalist authority remained compromised. Jiang and the Nationalists never enjoyed full control of China – any success was relative to the chaos of the warlord years.</p>	50	<p>No specific answer is called for. Success may be assessed in terms, for example, of aims, outcomes and the historical context.</p>

Question	Answer	Marks	Guidance
20	<p>Candidates may distinguish between initial economic policies, progress towards collectivisation and the first Five Year Plan (1952 – 56) and subsequent developments, including the Great Leap Forward. However, candidates who do not discuss the Great Leap Forward should not be penalised as the question asks ‘to’ the Great Leap Forward. 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 (The results of the first five year plan, for example, were impressive, but heavily dependent on Soviet aid and support; the middle classes were attacked and denounced and maybe a million landlords in the countryside were killed) and the encouragement of collectives (over 750,000 by 1956) and then the enforcement of communes. They may argue that the results were impressive, but heavily dependent on Soviet aid and support; the middle classes were attacked and denounced. In relation to the later period, candidates may argue that the Great Leap Forward was a failure – its approach to economic policy was misconceived and targets were not rooted in sound economic analysis. Mao’s belief in mass effort by the peasantry to revolutionise China’s industrial and agricultural production was hopelessly unrealistic, for example, the weaknesses of ‘backyard furnaces’, the limited success of the State Owned Enterprises, the weaknesses of Lysenkoism, ‘sparrowcide’, the collapse in food production and the ‘three hard years’ (many million dead). On the other hand ‘the blue ants’ did achieve some impressive feats in creating canals, bridges, dams etc. through manual labour.</p>	50	No specific answer is looked for. Success may be assessed against, aims, outcomes and context.
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.</p>	50	No specific answer is looked for.

Question	Answer	Marks	Guidance
22	<p>Candidates must deal with the given factor adequately even if they wish to argue that other factors were more important. However, examiners should recognise that many will consider von Papen and von Schleicher as leaders of parties and this should be allowed. Candidates may suggest that the Weimar system was compromised by the failure of the democratic political parties to work together in dealing with the economic depression (citing, for instance, the break-up of the Grand Coalition) and their failure to unite against the Nazi (and Communist) threat. They may also point to the political scheming that characterized the years after 1929 and particularly to the 'backstairs intrigue' associated with von Papen, Schleicher and Hindenburg that resulted in Hitler's appointment as Chancellor. They may also condemn the democratic parties (apart from some of the Social Democratic Party), for their final submission to the Enabling Law. However, many will argue that there were more significant reasons: the failings of the Weimar Constitution, the legacy of Versailles, the fear of communism, the impact of the Great Depression, Hitler's talent and opportunism, and the organization and propaganda of the Nazi Party. Discussion of events up to and including July 1933 should be credited.</p>	50	No specific answer is looked for.
23	<p>In relation to terror, candidates may refer to the intimidation surrounding the election of March 1933 and the passage of the Enabling Act and are likely to discuss the impact of 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 significance of the apparent benefits of Nazi rule in keeping them in power: the end of the communist threat, the restoration of 'order', employment and economic recovery, and foreign policy successes. There is much that candidates might discuss, but the focus should be on 'consolidation' and not simply remaining in power.</p>	50	No specific answer is looked for. Candidates must give adequate treatment to the use of terror even if they wish to argue that other factors were as or more significant.

Question	Answer	Marks	Guidance
24	<p>Candidates may discuss the political situation in west Germany, economic issues and issues of foreign relations in developing their argument. Candidates may discuss the strength and stability of the CDU / CSU coalition, Adenauer's leadership and the reliable support this received from the Liberals until the early 60s; they may also point to the weaknesses of the main opposition party – the SPD – (internal divisions, inability to adapt to the new prosperous West Germany). They may also suggest that the strategy of emphasising reconstruction (rather than recrimination) was a powerful political argument around which the German people could unite. Candidates may point to the international situation and foreign policy successes that contributed to political stability: acceptance of West Germany in Europe; the recognition given to the FRG after 1955 and the end of the 'occupation'; Britain's support for Germany's entry to NATO and hence the creation of her own army; West Germany membership of the OEEC, the ECSC and then the EEC. As, or more significantly, candidates may suggest the bedrock of political stability was economic success, pointing to the work of Erhard, the social market economy, the Marshall Plan, cheap labour, good industrial relations, the survival of much of Germany's industrial base after the war. They may point to the fall in unemployment, the average growth rate of 8%, and improving living standards.</p>	50	<p>No specific answer is looked for. Candidates need to identify and analyse a number of reasons and evaluate their relative significance and/or linkages.</p>

Question	Answer	Marks	Guidance
25	<p>Candidates are likely to draw attention to the Cold War context of the development of Soviet control. Security for the USSR would be best guaranteed by governments sympathetic to the Soviet Union and the Red Army had laid the basis for Soviet influence through its liberation of Eastern Europe from Nazi rule. The reality of the Red Army presence meant that despite the agreements at Yalta, the fate of countries like Poland was sealed. The USA and Britain were concerned to contain the spread of communism (hence the Truman Doctrine and the Marshall Plan) but were unwilling and unable to intervene directly in Eastern Europe; instead they sought to consolidate their hold over western Germany. Candidates may in addition argue that the reasons for the establishment of communist rule varied from state to state: in Poland socialists and communists united and rigged an election to prevent a conservative peasant party winning; a similar union occurred in Hungary; in Romania the Red army intervened directly; in Czechoslovakia, the move to communist rule was provoked by the resignation of non-communist members of government in 1948. From such examples candidates may draw some common themes: communists taking over key functions of police and security in multi-party post-war governments, mistakes by non-communist parties and rigged elections. Candidates may note that only Czechoslovakia had a tradition of democratic government. Soviet influence was ensured partly through organizations like Cominform.</p>	50	No specific answer is looked for. Candidates should identify and evaluate a number of reasons in developing their argument.
26	<p>The key to a good answer will be the assessment of seriousness of threat. This may be judged by assessing, for example, the context and causes of the crises, the degree of support for 'opposition' and the reaction of the Soviet Union to the threat. Candidates may argue that the Hungarian rising, with the formation of a multi-party government, Hungary's decision to leave the Warsaw Pact, its popular support, Western sympathy and the context of the Poznan Rising, along with the apparent relaxation of Soviet control post Stalin, represented a direct and serious threat to Soviet hegemony over Eastern Europe; the speed and severity of the Soviet response demonstrated that seriousness still further. Candidates may draw parallels with the 'Prague Spring', with its attempt to liberalise communist rule under Dubcek, but there was no attempt to leave the Warsaw Pact; the Soviet response in the end was similar with the tanks rolling in (although met with only passive resistance). The seriousness of the threat was demonstrated by this and the subsequent Brezhnev Doctrine (effectively demonstrating Soviet fears of similar problems in other areas, such as the Ukraine).</p>	50	No specific answer is looked for.

Question	Answer	Marks	Guidance
27	<p>Candidates should consider a range of reasons and evaluate their relative significance and/or linkages. Candidates may discuss some of the following in developing their argument: the longer term development of economic strains in the USSR since the mid 1970s (when its industrial production began to fail and the technological lead of the West accelerated); the strains on the Soviet economy because of its international commitments (not least the war in Afghanistan); <i>perestroika</i> and the encouragement of reform amongst the Soviet Union's allies; Gorbachev's repudiation of the Brezhnev Doctrine and the policy of <i>glasnost</i>; the beginnings of the break-up of the Soviet Union and its implications for/impact on Eastern Europe; the longer term development of 'protest' perhaps referring to the developments in Poland (Solidarity) as well as the popular demonstrations that erupted across Eastern Europe in 1988-9; the domino effect as protests spread; events in Berlin and East Germany; the contrast with the wealth and freedom of the West; the growth of dissidence in Eastern Europe.</p>	50	No specific answer is looked for.
28	<p>Candidates may well argue that the groundwork for victory had been established before the outbreak of hostilities (which arguably began in December 1947), pointing to Britain's decision not to do anything to implement the UN Resolution to partition Palestine before the end of their mandate in May 1948, their minimalist approach to security in the final months, the powerlessness on the UN to enforce partition, the transformation of the Haganah from an underground force to a well-organised field army; and the ill-coordinated and poorly organized Palestinian / Arab unrest. These latter features were to continue after the British had left, by which time Israelis had secured control of key cities like Tel Aviv, Jaffa, Tiberias and Haifa. Candidates may also discuss the significance of the Jewish Agency's 'Plan D', the declaration of the state of Israel by Ben Gurion, the recognition of Israel by the US and USSR, the ill-coordinated and poorly planned intervention by the Arab States of Egypt, Jordan, Syria, Lebanon, Saudi Arabia and Iraq (the last four did little and Jordan was pre-occupied with securing control of the West Bank); the use made by Israel to re-equip and secure arms during UN organized ceasefires and Israel's defeat of Egyptian forces in the Negev.</p>	50	No specific answer is called for. Candidates will need to identify and evaluate a range of reasons.

Question	Answer	Marks	Guidance
29	<p>Certainly in relation to the outcome for Nasser, candidates may argue that his personal prestige, power and influence in both Egypt and the Arab world was greatly enhanced and provided the foundation of his domination at home and across the Middle East for the succeeding decade. His hero status amongst ordinary Arabs was assured, if less so amongst the leadership of Arab states. The former may be discussed in terms of the confidence given to Arab nationalism, and the increased moves towards Arab unity; a link may be drawn to the proposed union of Syria and Egypt. Candidates may argue for other significant consequences: the move of Egypt away from the US to the Soviet Union and the increased influence more generally of the Soviet Union in the Middle East; the eclipsing of British and French influence in the Middle East (for example the loss of Iraq as a British ally in 1958 and the encouragement to the Algerian struggle for independence from France); the partial success achieved by Israel as a result of the Crisis (it inflicted heavy losses on Egypt that would take time to recover and the reduction in <i>fedayeen</i> raids into Israel) may also be mentioned.</p>	50	<p>No specific answer is looked for. Candidates need to assess the claim in the question even if they wish to argue that other consequences were more significant.</p>
30	<p>Candidates may consider Israel's distrust of the Palestinians and their opposition to the Israeli state. They may argue that Israel has had to be pushed to the negotiating table by US pressure and its willingness to make concessions has been limited. Equally candidates may point to Palestinian excesses. In coming to a judgement candidates may discuss some of the following: the impact of the 1967 and 1973 wars; the role the PLO and Arafat; Munich 1972; the policies of Begin after 1977 and growth of Israeli settlement of West Bank and Gaza; the 1982 Israeli invasion of Lebanon and the Sabra-Chatila massacres; the post-1985 'Iron Fist' policy; the roles of Islamic Jihad, Hamas and other radical Palestinian groups; the Intifada post 1987; PLO acceptance of UN resolution 242 and renunciation of terrorism; US involvement and refusal of Israel to negotiate; post-1991 US-Soviet brokered talks in Madrid / Washington; the Oslo Accords, Oslo 2 and Arafat's return to Gaza; the Wye River talks linking Israeli withdrawal to action against Hamas and Islamic Jihad; Camp David and renewed violence, the second Intifada; Bush and the Road map.</p>	50	<p>No specific answer is looked for. Candidates will need to discuss the degree of Israeli responsibility and balance this against other factors to score well.</p>

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