

History A

Advanced GCE

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

Mark Scheme for January 2012

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

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Subject-specific Marking Instructions

Distribution of marks for each level that reflects the Unit's AOs

2 answers: Each maximum mark 60

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

Notes:

- (i) Allocate marks to the most appropriate level for each AO.
- (ii) If several marks are available in a box, work from the top mark down until the best fit has been found.
- (iii) Many answers will not fall at the same level for each AO.
- (iv) Candidates will demonstrate synoptic skills by drawing together appropriate techniques, knowledge and understanding to evaluate developments over the whole of the period

AOs	AO1a	AO1b
Total mark for each question = 60	Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.	Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of: <ul style="list-style-type: none"> - key concepts such as causation, consequence, continuity, change and significance within an historical context; - the relationships between key features and characteristics of the periods studied
Level IA	<ul style="list-style-type: none"> • Uses a wide range of accurate and relevant evidence • Accurate and confident use of appropriate historical terminology • Answer is clearly structured and coherent; communicates accurately and legibly. <p style="text-align: center;">18-20</p>	<ul style="list-style-type: none"> • Excellent understanding of key concepts (eg continuity and change) relevant to analysis in their historical context • Excellent synthesis and synoptic assessment • Answer is consistently and relevantly analytical with developed explanations and supported judgements • May make unexpected but substantiated connections over the whole period <p style="text-align: center;">36-40</p>
Level IB	<p>Level IB</p> <ul style="list-style-type: none"> • Uses accurate and relevant evidence • Accurate use of a range of appropriate historical terminology • Answer is clearly structured and mostly coherent; communicates accurately and legibly <p style="text-align: center;">16-17</p>	<ul style="list-style-type: none"> • Very good level of understanding of key concepts (eg continuity and change) in their historical context. • Answer is consistently focused on the question set • Very good level of explanation/analysis, and provides supported judgements. • Very good synthesis and synoptic assessment of the whole period <p style="text-align: center;">32-35</p>

Level II	<ul style="list-style-type: none"> • Uses mostly accurate and relevant evidence • Generally accurate use of historical terminology • Answer is structured and mostly coherent; writing is legible and communication is generally clear <p style="text-align: center;">14-15</p>	<ul style="list-style-type: none"> • Good level of understanding of key concepts (eg continuity and change) in their historical context • Good explanation/analysis but overall judgements may be uneven • Answer is focused on the issues in the question set • Good synthesis and assessment of developments over most of the period <p style="text-align: center;">28-31</p>
Level III	<ul style="list-style-type: none"> • Uses relevant evidence but there may be some inaccuracy • Answer includes relevant historical terminology but this may not be extensive or always accurately used • Most of the answer is structured and coherent; writing is legible and communication is generally clear <p style="text-align: center;">12-13</p>	<ul style="list-style-type: none"> • Shows a sound understanding of key concepts, especially continuity and change, in their historical context • Most of the answer is focused on the question set • Answers may be a mixture of analysis and explanation but also description and narrative, but there may also be some uneven overall judgements; OR answers may provide more consistent analysis but the quality will be uneven and its support often general or thin • Answer assesses relevant factors but provides only a limited synthesis of developments over most of the period <p style="text-align: center;">24-27</p>
Level IV	<ul style="list-style-type: none"> • There is deployment of relevant knowledge but level/accuracy will vary. • Some unclear and/or underdeveloped and/or disorganised sections • Mostly satisfactory level of communication <p style="text-align: center;">10-11</p>	<ul style="list-style-type: none"> • Satisfactory understanding of key concepts (eg continuity and change) in their historical context • Satisfactory focus on the question set • Answer may be largely descriptive/narratives of events, and links between this and analytical comments will typically be weak or unexplained • Makes limited synoptic judgements about developments over only part of the period <p style="text-align: center;">20-23</p>

Level V	<ul style="list-style-type: none"> • General and basic historical knowledge but also some irrelevant and inaccurate material • Often unclear and disorganised sections • Adequate level of communication but some weak prose passages <p style="text-align: center;">8-9</p>	<ul style="list-style-type: none"> • General understanding of key concepts (eg continuity and change) in their historical context • Some understanding of the question but answers may focus on the topic and not address the question set OR provides an answer based on generalisation • Attempts an explanation but often general coupled with assertion, description/narrative • Very little synthesis or analysis and only part(s) of the period will be covered <p style="text-align: center;">16-19</p>
Level VI	<ul style="list-style-type: none"> • Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy • Answers may have little organisation or structure • Weak use of English and poor organisation <p style="text-align: center;">4-7</p>	<ul style="list-style-type: none"> • Very little understanding of key concepts (eg continuity and change) in their historical context • Limited perhaps brief explanation • Mainly assertion, description/narrative • Some understanding of the topic but not the question's requirements <p style="text-align: center;">8-15</p>
Level VII	<ul style="list-style-type: none"> • Little relevant or accurate knowledge • Very fragmentary and disorganised response • Very poor use of English and some incoherence <p style="text-align: center;">0-3</p>	<ul style="list-style-type: none"> • Weak understanding of key concepts (eg continuity and change) in their historical context • No explanation • Assertion, description/narrative predominate • Weak understanding of the topic or of the question's requirements <p style="text-align: center;">0-7</p>

Question	Answer	Marks	Guidance
1	<p>Candidates should focus on the dominant intellectual ideas and the importance of the role they played in the creation and development of German nationalism during this period. Candidates might discuss the origins and growth of German nationalism from 1789, the impact of romanticism on national ideology, the surge of German nationalism stimulated by the experience of Germans in the Napoleonic period and as a consequence of the impact on Germany of the Congress of Vienna. For example, candidates might discuss the Burschenschaft student organizations or popular demonstrations such as those held at Wartburg Castle in October 1817 and explain how these contributed to a growing sense of unity among the German speakers of Central Europe. Candidates are likely to show knowledge of developments in intellectual nationalism in the first half of the Nineteenth Century. Liberalism offered an intellectual basis for unification by challenging the status quo and absolutism; German liberals emphasised the linguistic and cultural unity of German peoples. Candidates are likely to demonstrate understanding of the debate about Grossdeutschland or Kleindeutschland in the period 1815 – 1871. Candidates may discuss the impact of the 1848/49 revolutions and the Frankfurt Parliament on German liberalism. Candidates are likely to discuss the reasons for the development of more radical nationalism in the remainder of the period and the reasons for the divergence between German liberals and other nationalists from 1870 in Imperial Germany. Candidates may discuss the development of mass-nationalism and its appeal in the late nineteenth and early twentieth centuries. Candidates must however show that they understand that intellectual forces were not the sole factors determining the creation and development of German nationalism in this period. Economic factors undeniably contributed to Prussia's domination of Germany from 1866. Events also determined the development of German nationalism, for example the defeat of Austria in 1866. The impact of people should be explored. For example, Bismarck's opportunistic and skilful leadership clearly had a significant impact on German nationalism as did the accession to the throne of Wilhelm II on the development of mass-nationalism.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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2	<p>Candidates will undoubtedly be more successful if they define 'effective management' in their answer. Candidates might define the ways in which the three were (or were not) effective: for example in controlling, harnessing or using nationalism. Candidates who focus on the aims of the respective leaders, how each manipulated nationalism, how they dealt with crises and finally their legacy will be more likely to be able to make an effective judgement on their relative success. Clearly all three had different aims and different circumstances, which could enable candidates to make convincing cases for all of them. In discussing the case for William II candidates are likely to argue that his search for world power was undoubtedly populist, building on the development of radical nationalism. Arguably mass-nationalism distracted sufficient Germans from social, economic and political issues and represented the effective management of German nationalism to control the German people. However, this search for world power placed Germany in a vulnerable, dangerous position. The ultimate outcome of William II's policies was defeat in the Great War and humiliation at Versailles. In discussing the case for Metternich candidates are likely to argue that because of his effective management of German nationalism by 1848/49 no leader of the nationalist movement with mass appeal had emerged. From 1815 to 1848 the nationalist movement was too weak to effectively challenge the Metternich System: arguably this demonstrates Metternich's effective control over German nationalists. However Metternich fled Vienna in 1848, although his downfall owed little to German nationalism. Many candidates may argue in favour of Bismarck because of his critical role in the 1860s in the creation of the Second Reich; candidates may argue that he managed German nationalism by hijacking the nationalist cause for Prussia's ends. The crucial role he played in the unification and development of Imperial Germany may well be considered to be effective management of German nationalism.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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3	<p>Candidates should argue both for and against this proposition. Candidates may well argue that the German people became more united from 1866 and then after 1870 under the leadership of Prussia. They could certainly argue that the German Empire from 1871 physically united the majority of Germans. Candidates may also make the point that from 1866 the vast majority of German states were already united behind the leadership of Prussia. However, candidates may also understand that the Prussian Empire in 1871 represented Kleindeutschland and was an enlarged Prussia rather than a united Germany. They may argue that it was a Prussian Empire rather than a German Empire; it certainly did not unite all the German people even geographically. The exclusion of Austria from the process of German unification may be dealt with, though candidates may refer to Bismarck's creation of the Dual Alliance as significant. Divisions within the German Nation after 1871 might be illustrated through the Kulturkampf and the rise of socialism or by the domination of the Reich by the elites. However, candidates may also argue that territorial boundaries rarely exactly match where the people of that nationality live and that divisions within a nation based on class or culture do not necessarily define the unity or otherwise of that nation. All modern nations have exhibited such divisions. Candidates may argue that the development of more radical nationalism in the late Nineteenth and early Twentieth Century demonstrates an emergence of greater national unity amongst the German people during this period. Candidates may argue that earlier in the period the German nation achieved a form of unity under the domination of Napoleon and through the creation of the Confederation of the Rhine. Germany was then certainly very divided from 1815 as a consequence of decisions taken at the Congress of Vienna, though it could also be argued that the German Confederation from 1815 loosely bound most Germans into a Confederation with a Diet. Candidates may argue that the First World War united the German nation at first but that divisions soon arose and were entrenched by 1918. Similarly, whilst Versailles divided the nation geographically it united the nation in condemnation and bitterness of the 'diktat'.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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4	<p>Better responses might define 'more important'; there are several possible ways this might be done. Strategic as opposed to tactical advantage might be discussed, for example better trained and/or veteran soldiers tend to move faster strategically before the advent of the steam engine. Tactically 'quality' gave soldiers many advantages, ability to fire faster with muzzle loading gunpowder weapons, the use of small unit tactics, better use of ground and such like. Quality might produce higher morale allowing units to maintain cohesion and continue to fight for longer period of time.</p> <p>Examples of 'quality' might be the French Grande Armée in the period 1805-07, the British army of the Napoleonic Wars, the French army in the 1859 Italian and of the Franco-Prussian Wars, many of the Confederate armies of the American Civil War, the BEF in both world wars, the German army in World War II until, probably, 1943. Virtually all of the armies of the period had 'quality' formations within their overall structure and candidates might use them as examples to support debate. Examples might be elite formations such as the French Imperial Guard in the Grande Armée of 1813 and 1814 or the armoured formations of the German army in the later part of World War II. Armies that relied on quantity to achieve success are very common in the period, for example the French armies of the early stages of Revolutionary Wars and the Russian armies of 1812, 1914-17 and 1941-45.</p> <p>The question might also engage the changing nature of the composition of armies in the period with the greater use of poorly trained conscripts. Indeed, the question of balancing quality with quantity was an ongoing problem for military planners in the period. Better candidates might link the specific manpower issue with other parts of the specification, for example quantity gave greater advantage except when opposed by armies with superior weapons technology or leadership. The link with the manpower issue is, however, at the core of the question and links with these alternate factors must be explicit to gain full merit.</p> <p>The question implies that 'quantity' is accompanied by lack of quality and we might assume that is how most candidates will approach the question. There is no reason why better candidates might not point to examples of combinations of quality and quantity creating advantage but such responses will be rare. An example might be the German army of 1914 which mixed reserve with regular formations in its order of battle.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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5	<p>The most obvious response expected is one that discusses technological change in relation to military theory. At different points in the period technology caused significant changes in the nature of war to which some armies had difficulty adapting. Candidates might argue that in such circumstances armies fought using a theoretical model that was out of date making success in war more difficult. Candidates might discuss the ability of armies to modify their military theory faced with technological change and the speed and effectiveness that this was applied to military operations. Candidates might discuss the impact of technology on development of mass warfare, the application of the states' economy to war and the development of total war in relation to military theory. Changes in the organisation of armies might also be used in the same way. In general terms examiners should expect candidates to agree with the question but once again they should be aware of possible counter arguments, for example the ability of British military theorists to adapt to changes in warfare prior to World War I or their German or Soviet counterparts' development of the theory of mechanised warfare prior to World War II.</p> <p>Candidates will probably define military theory as the work of writers such as Jomini, Clausewitz, Ardent du Picq and Liddell Hart. They might also discuss military theory in the context of the military doctrines of the various armies of the period.</p> <p>The American Civil War and Russo-Japanese War are certainly useful to candidates as wars that did not meet the expectations of mainstream European theorists and did not prompt changes in theory in the years leading up to World War I.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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6	<p>Candidates might accept the premise of the question on the grounds that superior organisational structures emerged in the course of the Napoleonic Wars in the form of, firstly, permanent divisions and, secondly, corps composed of multiple armies. They might also point to even larger formations such as the army groups used by Napoleon in Russia in 1812. These developments originated in the French army and by 1815 had been adopted by all major European powers. Candidates might also examine command and control systems – such as the French general staff – in relation to the control of these new organisational structures. This type of approach would argue that essentially the organisational form of European and North American armies had its roots firmly in the opening two decades of the period.</p> <p>An alternative turning point linked to the development of army corps might be the reform of the organisation of the Prussian army in the middle part of the nineteenth century.</p> <p>Candidates might argue for a turning point in the 20th century due to the sheer scale of warfare from World War I onwards. This argument is more convincing when applied to World War II than World War I. The armies of the latter war had organisational structures based on corps whereas the armies of World War I were certainly organised at levels higher than corps into army groups – in the case of the Allied and German armies – or Soviet fronts.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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7	<p>It is important for candidates to attempt to find patterns or a lack of pattern in the nature of revolutionary nationalism. Candidates may wish to comment on the high and fervent idealism of revolutionary nationalism from Tone to the Young Ireland Movement and then on to the leaders of the Easter Rising, for example the role of blood sacrifice. On the other hand they may wish to comment on the changing inspiration of revolutionary nationalism from revolutionary France to later forms of revolutionary nationalism, drawn from cultural nationalism and socialism and ethnic and linguistic awareness, responding to, and inspired by, nationalist trends elsewhere. Here they might comment on the changing role of religion from Tone's non-sectarianism to the more sectarian stance of later revolutionaries. Perhaps the pattern of taking advantage of serious crises in British or Irish affairs or of promises of foreign aid might be mentioned – the revolutionary wars of the 1790s and promises of French aid, the famine of the 1840s and the First World War and attempted German aid. On the other hand revolutionary tactics might be considered and assessed, such as the use of rebellion, conspiracy and secrecy. The organised risings of 1798 and 1916, for example, might be considered alongside the tactics of outrage, terror and assassination used, for example, by the Fenians in both Ireland and Britain, eg the Phoenix Park murders.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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8	<p>It is vital for candidates to engage with the concept of turning point to some degree. Essays that agree with the proposition should be appropriately rewarded according to the degree and accuracy of the evidence provided to sustain the case and the quality and sophistication of analytical argument, though the expectation behind the question is that candidates will consider and assess the impact of Catholic Emancipation against the merits of other potential turning points during the period. There is much to support the notion – the final abolition of the ‘confessional state’ in both Britain and Ireland, the success of O’Connell’s movement encouraging further protest, the attempts by Whig and Tory governments to make further reforms after Catholic Emancipation, eg the reform of the Irish Church in the 1830s and the Maynooth Grant in the 1840s and perhaps on to other reforms in Gladstone’s first administration. On the other hand the strengths and weaknesses of the proposition might well be tested against other, possibly more plausible, turning points – for example, the impact of the First World War 1914, 1845-9, the First Home Rule bill and its defeat, the Easter Rising or the 1918 election.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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9	<p>It is likely that candidates will attempt to assess the harmful effects of the Union on Ireland's economic development, such as the ending of protection for Ireland's trade and industry after the Union and the impact of free trade policies adopted by the Westminster government and parliament, particularly after 1841. They might also consider whether or not British and imperial interests disadvantaged Irish ones. On the other hand candidates might consider other factors that hindered Ireland's economic development, such as Ireland's rapidly increasing population before the Great Famine, the subdivision of tenancies, the impact of an aggressive and often absentee landlordism, the lack of the necessary natural resources in an age in which technology and economic progress was driven by coal, iron and steam and the impact of mass emigration during and after the famine. Answers might attempt a counter-argument showing that the economic impact of the Union was not uniformly negative, They might point to the industrial development of Ulster during the nineteenth century, particularly the growth of a mechanised, mass producing linen industry and ship-building in Belfast. On the other hand they might point out that this affected only part of Ulster and that the other provinces of Ireland, particularly in the West were untouched by large-scale industrialisation. Candidates might also assess the degree to which Ireland acquired a modern transport infrastructure with the building of canals and railways and the benefits accruing through Ireland's access to British capital and financial institutions. They might also consider the benefits to the Irish economy of its ports being on the routes of imperial shipping lines. The economic impact of the telegraph and British garrison and naval bases might also be considered.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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10	<p>Candidates may well argue that Lenin was the most successful because he cut a swath through the other parties that aspired to power in 1917 and successfully defended his revolution during the Civil War. He created the world's first communist state and died with his party securely in power. Other parties were all banned, as were factions within the Communist Party. However, candidates must also consider whether other rulers dealt with opposition more successfully than Lenin did. Candidates who adopt a comparative approach and demonstrate synthesis throughout the essay are likely to be most successful. Most candidates are likely to concentrate their alternative arguments on Alexander III and Stalin when considering whether Lenin was the most successful ruler at dealing with opposition. Candidates may well see Alexander III and Stalin as more successful at dealing with opposition than either Alexander II (who faced a growing tide of opposition and was ultimately assassinated) or Nicholas II (under whom the Romanov dynasty ended) or Khrushchev (who was forced to retire by the Central Committee in 1964) or Prince Lvov/Kerensky who were swept aside in 1917. Candidates who choose to differentiate between dealing with opponents and dealing with the reasons for opposition may see Alexander II in a different light. They may wish to argue that the granting of concessions was a more successful way of dealing with opposition than ruthless repression. It can be argued that Alexander III's imposition of 'the reaction' from 1881 bequeathed Nicholas II a revolution. Stalin defeated all of his rivals during the power struggle with consummate skill and exterminated real and imagined opponents with bloodcurdling efficiency for the next 25 years and his chilling terror may well lead candidates to argue that he, rather than Lenin, was the most successful ruler at dealing with opposition.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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11	<p>Candidates may argue that the development of Russian government was influenced more by war than any other factor using a variety of evidence. The horrific impact of the First World War, both at the front and at home, sealed the fate of the Romanovs and, in turn, the Provisional Government in 1917. Arguably the appeal of the Bolsheviks in 1917 and the triumph of Lenin were directly related to the impact of the First World War. War can therefore be viewed as the prime cause of the end of autocratic government and the failure of the temporary move towards constitutional government. Candidates may argue that October 1917 and the triumph of Bolshevism crushed all possibility that a liberal democracy might emerge in Russia and transformed Russia into the Soviet Union – the world's first communist state. Defeat in the Crimean War can be seen as the trigger for Alexander II's programme of reform and the introduction of Zemstva as a new system of local government post-Emancipation. Similarly the Russo-Japanese War led to Nicholas II's announcement of the October Manifesto and the formation of the Duma. In a pure sense, this was the abandonment of absolutism. Arguably, victory in the Second World War entrenched Stalin's dictatorial power and had a brutal impact on the government of many of the outlying 'republics' of the USSR.</p> <p>However, candidates may choose to argue that these developments in Russian Government had other causes. The impact of the First World War was not the only cause of either of the revolutions of 1917 for example. Candidates may choose to argue that the revolutions themselves were multi-causal and that they rather than war had the most important impact on the development of Russian government in this period. The personality of Nicholas II and the tactics of Lenin also played their part. Indeed, candidates are likely to argue that a variety of other people had a significant impact on developments of Russian Government, for example from Alexander II to Lenin, Stalin and Khrushchev. Some candidates may well consider that Stalin's rise to power had a very important influence on Russian government. Candidates who argue this are likely to suggest that Stalin led Russia down a very different road than that being paved by Lenin. Other candidates may use a counter-argument based on more recent archival evidence to suggest that there was significant continuity between Lenin and Stalin. Candidates may argue that Khrushchev's secret speech of 1956 and subsequent de-stalinisation had an important influence on the development of Russian government though the continuation of communism way beyond 1964 somewhat negates that view.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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	<p>What follows is not an exclusive list, but consideration could be given to the impact of key individuals (for example rulers/ministers) or key events (for example assassinations/revolutions/introduction of significant policy changes). Candidates must focus on how their chosen factors influenced the development of government. Economic reforms such as emancipation of the peasantry, collectivisation and five-year plans only become relevant when they are linked to political, administrative and ideological methods and changes in government. Candidates who discuss aspects of Russian government such as reform and repression, the fate of opposition, changes in ideology, the absence of democracy, the one party state and compare the relative influence of war and other factors on these developments are most likely to be successful. Examiners must not expect to find reference to all these aspects in candidates' answers and candidates may select other factors in their answers.</p>		

Question	Answer	Marks	Guidance
12	<p>Candidates are likely to focus on the main economic and social changes during the period; weaker responses are likely to give particular attention to developments after 1917 whereas better responses should present a balanced assessment of the whole period. How candidates define 'lost' and 'gained' in their assessment and the variety of examples used to illustrate 'Russian people' could determine the quality of the essay. Some candidates may adopt a chronological approach, which will need frequent cross-referencing while others, who assess the effects of economic and social changes on different groups of Russians, are likely to produce a more effective synthesis. Most candidates are likely to discuss the emancipation of the serfs but better responses should assess the extent to which people were advantaged and disadvantaged by the changes from 1861 to 1917. The impact of industrial developments on urban and rural people, particularly resulting from Witte's 'Great Spurt', may appear in some essays and some candidates may also consider the minority nationalities in the Russian Empire, most of whom endured consistent suffering for much of the period in question. References to War Communism, NEP, Five Year Plans, Collectivisation, Seven Year Plans and the Virgin Land policy may figure in most essays to underline the extent that Russians both gained and lost in the period from 1917 to 1964. Considerable emphasis is likely to be put on changes during Stalin's regime and candidates may argue that any material gains were often at the expense of personal liberty. Some candidates will examine how far different social and economic groups benefited under the communists, perhaps assessing peasants, industrial and urban workers, merchants and landowners, and fluctuations in people's standard of living and working conditions. Better responses might examine how far women gained after 1917, consider the way in which religious groups were affected, and discuss developments in education, particularly under Stalin and Khrushchev. The best essays are likely to suggest that some people gained and some people lost as a result of economic and social changes, and that beneficial experiences were not uniform and often short-lived. For example, the kulaks gained under Nicholas II and Lenin but lost a great deal under Stalin; and many city and urban workers gained materially during the 1930s but rural workers on the kolkhoz suffered intermittent famine and persistent hardship. Candidates are likely to conclude that while a minority of people 'gained' at some stage during the period, most Russians 'lost' rather more as a result of economic and social changes.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

Question	Answer	Marks	Guidance
13	<p>The weakest answers are likely to dismiss the notion that Booker T Washington was the most important African American leader and concentrate on outlining the career and achievements of Martin Luther King. They are also likely to have little, if anything, to say about any African American leader after 1968.</p> <p>Modest answers will show awareness of Washington's achievements and will probably refer to his slave background, his education at the Hampton Institute, and his drive and enterprise in establishing the Tuskegee Institute in 1861 and the Negro Business League in 1900. They will be aware of his relationship with Teddy Roosevelt and his importance in gaining the backing and support of influential white philanthropic entrepreneurs such as Andrew Carnegie and in providing African Americans with a sense of dignity, purpose and training in practical skills to maximise their economic and educational opportunities. They may well criticize his Atlanta Compromise of 1895 for accepting racial segregation, although better answers may be able to place this in context and argue that, given the circumstance of his time, compromising with the white establishment over political rights in order to promote African Americans' participation in US capitalism perhaps made good sense.</p> <p>Candidates should consider the contributions made by some or all of the following: William Du Bois, Marcus Garvey, Malcolm X, Stokely Carmichael and Jesse Jackson, though they are not obliged to write about them all. Better answers will compare these leaders effectively to Washington, though weaker answers will merely outline their achievements and perhaps offer a comparative analysis only in the final paragraph.</p> <p>The best answers, although they are still likely to regard Martin Luther King as the most important African American leader, will argue comparatively throughout. They could point out that Washington's personal sensitivity to criticism made him a less inspirational leader than Garvey, Martin Luther King, Malcolm X, Carmichael or Jackson, and that each of these was a more inspirational speaker than Washington. They could also argue that only by overturning Jim Crow could civil rights advance and thus Du Bois' establishment of the NAACP to challenge discrimination in the courts was more significant. In Washington's defence they</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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	<p>may argue that his organisational skills and his ability to appeal to white opinion rivalled that of King, that his Atlanta Compromise rivalled that of King, and that his career coincided with the establishment of the Jim Crow regime in the South (reinforced by the 1896 Supreme Court decision in Plessy v Ferguson) and the dominance of Social Darwinist views about racial hierarchy which made a challenge to segregation unrealistic, whereas King led a highly-motivated African American protest movement with widespread support, media attention and sympathetic Supreme Court judgments at a time when the Cold War made legalised racism difficult to maintain. They might suggest that Washington's long-term significance exceeds that of Garvey, Malcolm X, Carmichael and Jackson as these men alienated white support (and some black) as much as they galvanised followers.</p>		

Question	Answer	Marks	Guidance
14	<p>Most candidates will endorse this view and point out that the New Deal's alphabet agencies aimed to get the unemployed back to work and that FDR's administration gave trade unions and workers the support of the Federal government for the first time, referring to the NIRA of 1933, the Wagner Act of 1935 and the Fair Labor Standards Act of 1938. They may also be aware that trade union membership tripled between 1933 and 1939 and that FDR and most state officials refused to intervene on the side of management. Some will point out that these gains were sustained during the Second World War when an unprecedented expansion of American industry to meet the demands of war production gave considerable bargaining power to workers. Better answers will show awareness that attitudes to workers' rights were not completely transformed by the New Deal – the NIRA was declared unconstitutional in 1935, there were serious, and sometimes violent, industrial disputes in 1934 and 1937 and some major employers (such as Ford) resisted recognising unions until the war.</p> <p>Candidates should contrast the New Deal with some or all of the other potential turning points of the late 19th and early 20th centuries. These include the Haymarket bombing of 1886, the Homestead steel strike in 1892 and the treatment of Coxey's 'Army' and the Pullman strike in 1894. Candidates may point out that, in contrast to the New Deal, trade unions in this period faced legal obstacles and government hostility to strike action. The 1890 Sherman Anti-Trust Act was used to gain Federal injunctions against strikers and Supreme Court rulings that unions were 'illegal combinations'. On several occasions troops were deployed to break strikes and most presidents took a tough line. Some candidates might contrast the advances of the New Deal with the largely negative 1920s when, despite the expansion of industry, racial discrimination continued and trade unions made little, if any, progress. Major strikes were unsuccessful and strikers faced the full might of the law and a hostile federal government.</p> <p>A variety of post-war turning points might be offered. Candidates might be aware that in the immediate post-war period the New Deal gains were, to some degree, clawed back by Congress by the 1947 Taft-Hartley Act and the 1959 Landrum-Griffin Act. Despite the AFL-CIO merger in 1955, structural changes in the US economy (the decline of heavy industry and blue collar work) gradually eroded</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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	<p>union power. The legislation of the New Frontier and Great Society programmes of the 1960s might be offered as a positive turning point for workers. Most candidates will refer to the defeat of the PATCO strike in 1981 as a major negative turning point for unions since it led to a decline in membership and in the number of strikes and signalled the hostility of the Federal government to organised labour. Better answers will place this in the context of changes in the US economy with the growth of the service sector and non-unionised, low-paid, part-time and immigrant labour.</p> <p>Weaker answers will probably describe their selected turning points in sequence and perhaps confine their comparative evaluation to a concluding paragraph. Better answers will argue comparatively throughout.</p>		

Question	Answer	Marks	Guidance
15	<p>Weaker answers will probably adopt a chronological approach and outline the gains made by women, confining their analytical comments to a concluding paragraph. Better answers will analyse a variety of significant themes and the strongest may challenge, at least in part, the assumption in the question and argue that, for many women, equality remains elusive or that progress began well before 1941. The best answers might be expected to show how the factors discussed inter-relate and analyse their relative importance.</p> <p>Many candidates, taking their cue from the question, are likely to discuss the impact of the Second World War. Women's opportunities and horizons were expanded by joining the armed forces, working in war industries and earning higher wages. These wartime experiences challenged many assumptions about women's role in society, though for most women, these gains were temporary. Good answers might regard long-term changes to the US economy as more significant. They will refer to the expansion of employment opportunities for women in the post-war period, especially in middle-class careers such as medicine, law, the civil service and politics, perhaps pointing out that some of these trends had already begun in the inter-war years. Stronger answers might argue that for black, Hispanic and white working class women the situation did not change dramatically in the post-war period since such women remained in low-paid, part-time, non-unionised jobs.</p> <p>The expansion of education, especially at university level, in the post-war period gave women the qualifications to aspire to middle-class careers and the intellectual assurance to challenge long-held assumptions about their role in society. Many candidates will be aware how both male and female attitudes to women's roles changed from the 'separate spheres' to the presumption of equality of opportunity. Some might successfully make a case for the importance of changes to family size, the widespread availability and acceptability of birth control techniques (especially the development of 'the pill' in the 1960s), the increased rate of divorce and the importance of the <i>Roe versus Wade</i> Supreme Court judgment in 1973 in accelerating gender equality. Better answers will be able to show that most of these developments pre-date 1941 and will be able to explain why these trends developed more quickly after 1945 and especially from the 1960s.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

Question	Answer	Marks	Guidance
	<p>Candidates may well analyse the role of the Federal government, referring to the Equal Pay Act of 1963 and the Civil Rights Act of 1964 although, again, better candidates will be aware of the New Deal legislation that assisted women. Some candidates might suggest that women's activism became more widespread and effective in the post-war period, referring to Betty Friedman and NOW as well as the campaign for the Equal Rights Amendment. Better answers will show awareness that women's campaigning alienated many, and will also point out that women had campaigned for the vote and over prohibition in the pre-war period. They might suggest that extensive media coverage and greater awareness of minority rights as a result of the black civil rights movement helped the effectiveness of women's campaigning.</p>		

Question	Answer	Marks	Guidance
16	<p>Candidates should pick up on the phrase 'most important' by showing some degree of ability in assessing the strengths and weaknesses of the validity of the proposition. Weaker answers might consider just one side of the question either by agreeing with the proposition entirely or completely disagreeing with it.</p> <p>Candidates might consider the ideology of the Labour Party and emphasise that, with the successive extensions of the male franchise from 1867 and female franchise from 1918, there could only be representative democracy in Britain during the twentieth century if the working class was represented by a party devoted to their interests. On the other hand some might take the view that with its support from much of the Trades Union Movement, its commitment to public ownership through Clause IV of its constitution to 1994 and its socialist ideology and foundation upon class divisions, its democratic credentials were debateable. They might consider the changes to the electoral system undertaken by various Labour governments, including the first use of referendums and assess whether these had contributed significantly to the development of mass democracy. On the other hand it is possible to question the party's achievements eg the failure to reform the second chamber until after 1997. Candidates might wish to compare the achievements of other parties in the development of democracy in Britain – the Conservatives' role in the passing of the Second Reform Act before the 1868 election, the changes to the franchise in 1928; the Liberals' part in extending the franchise in the Third Reform Act and the constitutional and electoral changes of 1911. They might point out that female suffrage was first achieved by coalition government. They might question whether mass democracy was already well developed before the establishment of the party or, at least, before it became a party of government in 1924.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

Question	Answer	Marks	Guidance
17	<p>This question is designed to test whether regional politics had a significant impact on party fortunes. Candidates are expected to weigh up other factors of electoral success against regional politics and assess whether larger issues were always more important than regional politics, power bases and patterns of support. For example, candidates might consider whether the national, and, at times, imperial, issues of Unionism in the 1880s, tariff reform in 1906, the desire for welfare reform in 1945 to implement the Beveridge Report or the hopes of New Labour and 'a Third Way' in 1997 were more important than regional patterns of support and politics in securing electoral victories for the successful parties. They might ponder whether regional politics and power bases were more important in ensuring the survival, rather than the success, of parties at times of electoral defeat. For example, they might assess whether the Liberal party simply survived on its 'Celtic fringes' after it fell from being a party of government from 1922 until the 1970s and 1980s or whether Labour survived the traumas of Thatcherism and the emergence of a Social Democrat party through its strengths and solid base in Scotland, Wales and its old industrial bases in England. Candidates might consider the patterns of support in the regions for the parties when at their most successful as well as when they hit their nadirs. They might explain the patterns of Conservative support and whether it has always been essentially an 'English' party, particularly of rural constituencies and leafy suburbs, and if so, account for seeming exceptions; for example, 'Tory Lancashire', Macmillan's success in winning Stockton-on-Tees in the 1920s and Thatcher's electoral dominance 1979-87.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

Question	Answer	Marks	Guidance
18	<p>Candidates should recognise that cabinet government adjusted itself and developed through contingent circumstances such as the character, ambitions, programmes and style of the prime minister and his/her power within the party and at the polls. These points should be supported by a range of examples over a hundred year period of prime ministers shaping the development of their respective cabinets, though examiners should not demand exhaustive and extended illustration beyond what can be reasonably expected given the time constraints upon candidates. Perhaps candidates will try and counter the proposition by pointing to the influence of other powerful personalities within the cabinet, apart from the prime minister, again using a range of examples during the period, eg Joseph Chamberlain, Lloyd George before 1916 etc. Other candidates might recognise that other contingent factors have shaped the character of cabinet, above all the issues and needs of the times (for example, economic crisis, coalition, war). Candidates might consider the degree to which the principles of cabinet government were already established by 1868, for example collective responsibility, as well as developments since 1868, and that these precedents constrained prime ministers to act within a determined framework, despite the extensive prerogative powers held by a prime minister. They might explore the idea that cabinet government developed through the unintentional impact of prime ministerial behaviour, eg the impact on later cabinets of Macmillan's 'night of the long knives' and of Thatcher's fall in 1990. They might wish to comment on the size of cabinets and look for trends, commenting on factors that caused it to change, eg the growing complexity of government in response to social and economic change and the growth of government intervention, the growth of a welfare state and the proliferation of ministries and expansion of the Civil Service and the degree to which these trends were independent of prime ministers; that the cabinet was driven by the times rather than by individuals. They may also comment on the use of 'inner cabinets', the adoption of more presidential styles of government before Blair, again in the light of prime ministerial action and trends within modern political life.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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