

History A

Advanced Subsidiary GCE

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

Mark Scheme for January 2011

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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.

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

Notes:

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

AOs	AO1a	AO1b
Total mark for each question = 50	Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.	Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of: <ul style="list-style-type: none"> - key concepts such as causation, consequence, continuity, change and significance within an historical context; - the relationships between key features and characteristics of the periods studied
Level IA	<ul style="list-style-type: none"> • Uses a wide range of accurate, detailed and relevant evidence • Accurate and confident use of appropriate historical terminology • Answer is clearly structured and coherent; communicates accurately and legibly <p style="text-align: center;">21-24</p>	<ul style="list-style-type: none"> • Clear and accurate understanding of key concepts relevant to analysis and to the topic • Clear and accurate understanding of the significance of issues in their historical context • Answer is consistently and relevantly analytical with developed and substantiated explanations, some of which may be unexpected • The argument evaluates a range of relevant factors and reaches clearly substantiated judgements about relative importance and/or links <p style="text-align: center;">24-26</p>
Level IB	<ul style="list-style-type: none"> • Uses accurate, detailed and relevant evidence • Accurate use of a range of appropriate historical terminology • Answer is clearly structured and mostly coherent; writes accurately and legibly <p style="text-align: center;">18-20</p>	<ul style="list-style-type: none"> • Clear and accurate understanding of most key concepts relevant to analysis and to the topic • Answer is mostly consistently and relevantly analytical with mostly developed and substantiated explanations • Clear understanding of the significance of issues in their historical context. • Substantiated judgements about relative importance of and/or links between factors will be made but quality of explanation in support may not be consistently high <p style="text-align: center;">22-23</p>
Level II	<ul style="list-style-type: none"> • Uses mostly accurate, detailed and relevant evidence which demonstrates a competent command of the topic • Generally accurate use of historical terminology • Answer is structured and mostly coherent; writing is legible and communication is generally clear <p style="text-align: center;">16-17</p>	<ul style="list-style-type: none"> • Mostly clear and accurate understanding of many key concepts relevant to analysis and to the topic • Clear understanding of the significance of most relevant issues in their historical context • Much of the answer is relevantly analytical and substantiated with detailed evidence but there may be some description • The analysis of factors and/or issues provides some judgements about relative importance and/or linkages <p style="text-align: center;">19-21</p>

<p>Level III</p>	<ul style="list-style-type: none"> • Uses accurate and relevant evidence which demonstrates some command of the topic but there may be some inaccuracy • Answer includes relevant historical terminology but this may not be extensive or always accurately used • Most of the answer is organised and structured; the answer is mostly legible and clearly communicated <p style="text-align: center;">14-15</p>	<ul style="list-style-type: none"> • Some/uneven understanding of key concepts relevant to analysis and of concepts relevant to their historical context • Answers may be a mixture of analysis and explanation but also simple description of relevant material and narrative of relevant events OR answers may provide more consistent analysis but the quality will be uneven and its support often general or thin. • Answer considers a number of factors but with very little evaluation of importance or linkages between factors/issues • Points made about importance or about developments in the context of the period will often be little more than assertions and descriptions <p style="text-align: center;">16-18</p>
<p>Level IV</p>	<ul style="list-style-type: none"> • There is deployment of relevant knowledge but level/accuracy of detail will vary; there may be some evidence that is tangential or irrelevant • Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication <p style="text-align: center;">12-13</p>	<ul style="list-style-type: none"> • Understanding of key concepts relevant to analysis and the topic is variable but in general is satisfactory • Limited and patchy understanding of a few relevant issues in their historical context • Answer may be largely descriptive/narratives of events and links between this and analytical comments will typically be weak or unexplained OR answers will mix passages of descriptive material with occasional explained analysis • Limited points made about importance/links or about developments in the context of the period will be little more than assertions and descriptions <p style="text-align: center;">13-15</p>

<p>Level V</p>	<ul style="list-style-type: none"> • There is some relevant accurate historical knowledge deployed: this may be generalised and patchy. There may be inaccuracies and irrelevant material also • Some accurate use of relevant historical terminology but often inaccurate/inappropriate use • Often unclear and disorganised sections; writing will often be clear if basic but there may be some illegibility and weak prose where the sense is not clear or obvious <p style="text-align: center;">9-11</p>	<ul style="list-style-type: none"> • General and sometimes inaccurate understanding of key concepts relevant to analysis and of concepts relevant to the topic • General or weak understanding of the significance of most relevant issues in their historical context • Attempts at analysis will be weak or generalised, based on plausible but unsubstantiated points or points with very general or inappropriate substantiation OR there may be a relevant but patchy description of events/developments coupled with judgements that are no more than assertions • There will be some understanding of the question but answers may focus on the topic not address the focus of the question <p style="text-align: center;">11-12</p>
<p>Level VI</p>	<ul style="list-style-type: none"> • Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy • Answer may have little organisation or structure; weak use of English and poor organisation <p style="text-align: center;">4-8</p>	<ul style="list-style-type: none"> • Very little understanding of key concepts • Very limited understanding of the topic or of the question's requirements • Limited explanation will be very brief/fragmentary • The answer will be characterised by generalised assertion and/or description/narratives, often brief <p style="text-align: center;">6-10</p>
<p>Level VII</p>	<ul style="list-style-type: none"> • No understanding of the topic or of the question's requirements; little relevant and accurate knowledge • Very fragmentary and disorganised response; very poor use of English and some incoherence <p style="text-align: center;">0-3</p>	<ul style="list-style-type: none"> • No understanding of key concepts or historical developments • No valid explanations • Typically very brief and very descriptive answer <p style="text-align: center;">0-5</p>

Option B: Modern 1795-2003

Answer any **two** questions from either **one** or **two** of the Study Topics.

Napoleon, France and Europe 1795-1815

- 1** 'Securing himself in power was the main reason for Napoleon's reforms during the Consulate.' How far do you agree? [50]

No specific answer is looked for. Candidates must deal adequately with the given factor even if they wish to argue that other factors were more important. In relation to securing himself in power, candidates may well focus on measures such as the constitutional arrangements, the nature of his administration, the measures taken regarding police, propaganda and security. However, they may argue that in all policy areas securing himself in power was a key consideration (for example in his reconciliation with the Catholic Church). Such consideration needs to be balanced against other factors such as the influence of revolutionary principles and the desire to improve the efficiency of administration and governance and the economy. They may argue, for example, that it is less obvious to see the role of securing himself in power in the reform of the law (Civil Code) or the establishment of lycees.

- 2** **Assess the reasons for Napoleon's military successes to 1809.**

No specific answer is looked for. In relation to the the strengths of the French army candidates may point to the size, membership and organisation of the French army, the battlefield tactics and campaign strategies reflecting the legacy of pre-Napoleonic reforms. Such discussion needs to be balanced against other factors such as weaknesses of his opponents (candidates may discuss some of the following: the size, membership and organisation of their armies and their strategies/tactics, the (in)competence of their generals, the divisions between political and military leadership, the weaknesses of coalitions and alliances and so forth) ; Napoleon's reforms of the army (corps system), the competence of the officer corps, Napoleon's generalship, Napoleon's combination of political and military leadership, the resources of France, and so on. Candidates may well support their arguments by reference to Napoleon's Italian campaigns, the Marengo campaign, Ulm and Austerlitz, Jena and Auerstadt, Eylau and Freidland, Wagram.

- 3** **Assess the impact of Napoleonic rule outside France.** [50]

No specific answer is looked for. This question is about the impact of Napoleon on that part of Europe outside France that France directly or indirectly controlled. Candidates may draw distinctions between different areas and periods of influence to highlight different impacts. On the negative side candidates may well point to the subordination of these areas to the needs of France and Napoleon, taxation, conscription, the antipathy of those who lost out from government/administrative changes, the impact of the Continental blockade and system (such as the damage to the Italian silk industry to protect that of France), the use of the Empire and satellites states as a 'spoils' system to reward Napoleon's marshals (as in the Grand Duchy of Warsaw). However, candidates should balance this discussion by discussing some of the possible positives. For example, they may point to the benefits of the changes brought about in the former Holy Roman Empire/Low Countries/Italian peninsula encompassing, for example, the Code Napoléon, the opportunities for the professional middle classes and the reorganisation of states and rationalised and more efficient government. [50]

Monarchy, Republic and Empire: France 1814-1870**4 How successful was the reign of Louis XVIII?**

No specific answer is looked for. There may be discussion of the nature 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 suggest that Louis XVIII did enough in the years after his second restoration to prevent further revolution and had the advantage of 'exhaustion' after 25 years of revolution and warfare. As long as Louis seemed to work within the spirit of the Charter and there was no major economic crisis his rule would remain largely acceptable. 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. They may also suggest that Louis could not undo the revolutionary tradition, nor could he eliminate liberalism. Opposition was bound to grow as the regime became more reactionary. [50]

5 'The character of Louis Philippe was the main reason for his overthrow.' How far do you agree?

Candidates must deal with the given factor adequately even if they wish to argue that other factors were as or more significant. In considering Louis Philippe's character, candidates may mention his caution, good nature, lack of desire for bloodshed, progressive and liberal instincts following his Orleanist heritage, bourgeois qualities and so on. Candidates may refer to the pressure for constitutional and social reform and the intransigent attitude of Guizot's government and the specific issue of the Reform banquets as an immediate cause. Such discussion needs to be placed in the context of other factors such as: the wider context of opposition (socialists, republicans, liberals and Bonapartists); the longer term problem of poverty and social unrest; the impact of poor harvests in 1845-6; the international financial crisis from 1846; rising unemployment and cutbacks in production; the apparent indifference of the government; foreign policy failures and lack of *gloire*; the lack of will of the monarch and so on. No specific answer is looked for.

6 How successful was Napoleon III's foreign policy? [50]

No specific answer is looked for. Success/failure can be assessed against aims, outcomes and/or historical context. In relation to aims, for example, 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', French intervention in Mexico, the more general desire to achieve '*gloire*' and national greatness. They may argue that whilst in the 1850s Napoleon III had some success in reviving French fortunes (Crimean War and Paris Peace Conference, acquisition of Nice and Savoy) the international context meant that success was likely to be limited. This was shown in the 1860s when Napoleon failed to win territorial compensation for the expansion of Prussian power in Germany. A line of argument may well be that after some initial successes (Crimea and arguably the achievement of Nice and Savoy) the general pattern was one of humiliation and failure resulting ultimately in the end of the Empire. [50]

The USA in the 19th Century: Westward Expansion and Civil War 1803-c.1890**7 How important were railways in opening up the West? [50]**

No specific answer is looked for. Candidates need to address the given factor adequately even if they wish to argue that other factors were more important. In relation to railways, candidates may argue that railways were both a symptom and a cause of the opening up of the west. The desire to build transcontinental railways came as a result of the pioneers, settlers, miners and cattlemen who had already gone west. However, there is no doubt that the building of railways acted as a huge stimulus to westward expansion and settlement. Candidates may point to the symbiotic relationship with cattle drives and ranches, and the ease of communication it brought, as well as the huge investment and sales of land. As indicated, candidates may well explore the linkages with other factors: the significance of the cattle drives from the south (Texas) to railheads such as Abilene, Dodge City and Miles City to enable cattle to be transported on to the populous north east in the 1860s. Such discussion needs to be balanced against discussion of other factors in opening up the West, such as the role of fur-trappers and pioneers (such as those that followed the 'Oregon Trail'), the stimulus given by Federal-sponsored explorers such as Lewis and Clark, by expeditionary forces such as Fremont's, the discoveries of gold and silver that led to various rushes, deals with and destruction of Native Americans, Federal encouragement such as the Homestead Act, the desire for religious freedom (the Mormons of Utah) and so on.

8 How effective was Lincoln's political leadership of the Union during the Civil War? [50]

No specific answer is looked for. Candidates, however, do need to assess effectiveness and consider this in relation to a number of different aspects of political leadership. They may well argue that Lincoln was more effective in some areas than others and are likely to draw the overall conclusion that he was, on balance a very effective leader. In discussing Lincoln, candidates may consider some of the following aspects of leadership, such as: appointment of ministers and management of government, appointment of and relationship with 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. On the other hand, Lincoln did not interfere closely in military affairs and let commanders get on with the job, and 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 favourably as may his relations with and appointment of ministers. Such judgements may be set in the context that Lincoln found himself in.

9 'Union victory in the Civil War was mainly achieved because of Union strengths.' How far do you agree? [50]

No specific answer is looked for. Candidates must focus their answer on the quotation and are likely, therefore, to discuss the relative merits of Union 'strengths' and Confederate 'weaknesses'. In relation to Union strengths candidates may discuss the importance and significance of Union resources in men and material, the strength of the North's economy, the role of Lincoln, the generalship and campaigns of Grant and Sherman, the maintaining of northern will to fight and so on. The significance of these 'strengths' may be contrasted with Confederate 'weaknesses' in numbers and resources, in economy, in political leadership and governance, in lack of international support, in inability to secure decisive victories and so on.

Peace and War: International Relations c.1890-1941**10 Assess the role of the war at sea in the defeat of Germany in the First World War. [50]**

This question seeks to elicit responses which assess the relative merits of German sea offensives. Whilst candidates are likely to dismiss any claim that the German surface navy could have defeated the Royal Navy (after all, after Jutland it was effectively bottled up in port), they could argue that the U-boat campaigns, especially the decision to go to unrestricted submarine warfare did threaten Britain's vital supplies. On the other hand, the U-boat campaign helped to persuade the USA to join the war and the Royal Navy was able to take effective counter-measures. Candidates may well argue that Britain's blockade of Germany had a long term impact and helped bring about the crisis in 1918 and the German revolution that helped break the Germans will to fight. Some candidates may compare the role of the war at sea with other factors such as the collapse of Germany's allies, the insufficient numbers troops, the failure of the Ludendorff offensive, and new allied tactics. No specific answer is looked for.

11 To what extent was the Paris peace settlement shaped by the self-interest of the victorious powers? [50]

The question seeks to elicit responses that assess the various factors that shaped the Paris peace settlement. Candidates may well make a strong case for the role of self-interest, especially with regard to France and to some degree Britain. Candidates may discuss how far France achieved her aims regarding reparation and revenge on Germany and how far she managed to secure her interests in the Eastern Mediterranean. In discussing Britain, candidates may well refer to the influence of her naval and economic concerns as well as her imperial interests in the Middle East. However, candidates may well argue that the USA was more idealistic in its approach and point to the role of Woodrow Wilson and the influence of his ideas of self-determination in shaping the treaties with Austria and Hungary in particular. Candidates may argue that although self-interest did help shape the peace settlement (and Britain and France got much of what they wanted) there was, even so, a genuine attempt to produce a settlement that would provide for future peace (hence the inclusion of clauses creating the League of Nations). Some candidates may range beyond the Big Three to consider the impact of other allied countries such as Italy. No specific answer is looked for. Candidates must range beyond the Treaty of Versailles to score well.

12 'Germany alone caused the Second World War in 1939.' How far do you agree? [50]

No specific answer is looked for. Candidates must focus on the issue raised in the quotation even if they wish to reject the judgement and argue that other factors were prominent. In relation to the responsibility of Germany, candidates are likely to point to the evidence of German aggression and bad faith in its foreign policy from its adoption of rearmament, the invasion of the Rhineland, development of alliances, annexation of Austria, Sudeten policy, breaking of the Munich agreement and invasion of Poland. There may also be reference to evidence of Hitler's aggressive ambitions, such as the Hossbach memorandum. To balance this, candidates may consider the role of other factors such as the impact of the depression on international relations, the weakness of the League of Nations, Britain's policy and appeasement, destabilising events elsewhere in Europe, Africa and Asia, the isolationism of the USA. Candidates may conclude that, although Germany must take great responsibility for the onset of war, there were a range of factors involved, not least the impact of British appeasement.

From Autocracy to Communism: Russia 1894-1941**13 How serious were the problems facing Tsar Nicholas II from 1894 to 1905? [50]**

No specific answer is looked for. Candidates need to explain and assess a range of problems. Seriousness may be assessed, for example, in terms of the threat to the regime, the impact on Russia more generally, the difficulty of resolution and so forth. Candidates may point to long term structural and political problems stemming from Russia's relative economic backwardness, the land problem and the peasantry, the social and economic issues relating to industrialization, the growth of political opposition and so forth. Candidates may also focus specific problems that emerged after the start of the reign, such as particular crises and unrest, referring to the economic downturn at the turn of the century, the pressures for political reform, the Russo-Japanese War and the 1905 revolution.

14 'The impact of the First World War was the main reason for the fall of Tsar Nicholas II in 1917.' How far do you agree? [50]

No specific answer is looked for. Candidates must deal with the issue of the impact of the First World War even if they wish to argue that other factors were as or more significant. In relation to the War, candidates may argue that the combination of defeat, massive casualties, economic dislocation, inflation, shortages 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 in addition the Tsar lost the support of the generals. In relation to the Tsar's own culpability, candidates may also discuss 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 once he went to the front in 1915 to leave the Tsarina and Rasputin in charge and so on. 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.

15 Assess the reasons why the Bolsheviks were victorious in the civil war by 1921. [50]

No specific answer is looked for. Candidates need to explain and assess a range of reasons. Candidates may discuss both Bolshevik strengths and their opponents' weaknesses and divisions. Among Bolshevik strengths mention might be made of Lenin's ruthless leadership: War Communism and the Red Terror (in particular the execution of the Tsar and his family), Trotsky's organisational skills: the formation and deployment of the Red Army. Other strengths might include control of the railways, internal lines of communication and a degree of popular support. The weaknesses of the Whites might include their political divisions (from monarchism to liberal democracy), their lack of appeal (turning the clock back), their military weaknesses (the three separate armies never linked up and numbers were small – half a million to the Red Army's 3.5 million) and their association with the ineffective foreign intervention which enabled the Bolsheviks to play the patriotic card.

Democracy and Dictatorship: Italy 1896-1943

- 16** 'Social unrest was the most serious problem facing Italian governments from 1896 to 1915.' How far do you agree? [50]

No specific answer is looked for. Candidates will need to identify and assess the relative seriousness of a number of 'problems' facing Italian governments, but must deal adequately with the given factor even if they wish to argue other problems were more serious. In relation to social unrest, candidates may point to its most direct manifestations in the strikes, protests and violence that marks this period of Italian history from the violence of 1896 through to 'Red Week' in 1914. However, they may well argue that this visible unrest was a symptom of more serious underlying problems that faced the government, such as those associated with the widening North-South divide, the intense poverty of the south, illiteracy, poor health, the rising emigration (which helped as a safety valve, easing pressures), foreign economic competition, the political divisions between conservatives, liberals, Catholics and socialists, the limitations of the political system, the nationalist pressure for an active and imperial foreign policy. Candidates may argue that many problems were interlinked.

- 17** Assess the impact on Italy of its involvement in the First World War. [50]

No specific answer is looked for. Candidates may discuss the growth of nationalism, and may well point to the support for nationalism expressed by D'Annunzio and the seizure of Fiume at the end of the war as well as the disillusion with the failure of the government to secure territory in the Paris Peace Settlement (the 'mutilated victory'). They may comment that Mussolini was quick to see the opportunity for manipulating this sense of nationalist frustration. However, candidates may argue that nationalism was strong before the war and the hope of territorial acquisition was a key motive in joining the war. Candidates should set such discussion in the context of other impacts: casualties, morale, economic and social problems, rise of left wing extremism, impact on liberal politics and so forth. Candidates may refer to some of the following: the progress of the war (especially the reverses in 1917, Caporetto) and the 680000 dead; problems of mobilization (over 5 million) and demobilization, morale, socialist 'pacifism'; economic dislocation, inflation (250% 1914-18), lack of raw materials, budget deficits (expenditure three times income); economic breakdown, strikes and violence, growth of the 'red menace'; weak liberal government; 1919 general election and significance.

- 18** 'Mussolini's economic and social policies were largely unsuccessful.' How far do you agree? [50]

Candidates will need to identify and analyse a range of economic and social policies and assess their success – there may not be a strong distinction made between the two. This can be done by measuring the policies against aims, results and/or context. Candidates can be expected to discuss some of the following: education policy and the attempt to indoctrinate the young with fascist ideas (fascist culture and history were compulsory); the role of the *Balilla* and the 'Little Italian Girls'; the *Dopolovaro*; Corporativism; the Battle for grain; the Battle for Births; the Battle for the Lira; subsidies for industry; the Institute for the Recovery of Industry; the electrification of railways and the building of *autostrade*. Whilst the impact of social policy is not easily measured, candidates may argue that certainly there was a strong attempt to influence young minds, even if literacy rates did not improve markedly. Candidates may well point to some success, even if they are considered to be superficial, in economic policy (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).

The Rise of China 1911-1990

- 19 'The power of the warlords was the main problem China faced after the 1911 revolution.' How far do you agree? [50]**

No specific answer is looked for. Candidates must deal adequately with the given factor even if they wish to argue that other reasons were more important. In relation to the warlords, candidates may argue that the local power and the rivalry between warlords certainly made it difficult for political stability to be established, but may suggest that this was significant because of other reasons. Candidates may argue that whilst the overthrow of the Manchu dynasty met little resistance, there was no consensus about what to do next and there was no one source of power able to assert its authority in the short term. They may stress the 'sudden' nature of the revolution in 1911 and resulting power vacuum; the limited authority of any government; the impact of the ambitions of Yuan Shikai; the limited extent of support for Sun Zhongshan (Sun Yat-sen) and the Nationalists; the significance of the 4 May Movement; the reorganization of the Guomindang; and the foundation of the CCP and the ambitions of Japan. Not until the 1920s were the nationalists in a position to establish their authority and this remained patchy.

- 20 To what extent was the Communist victory in 1949 the result of Nationalist weaknesses? [50]**

No specific answer is looked for. Candidates must deal with the given factor even if they wish to argue that other factors were as or more important. In relation to the given factor, candidates may discuss some of the following: the failings of the Nationalists under Jiang Jieshi: corruption, failure to win over the workers and peasants (lack of support in the countryside), the loss of middle class support, poor performance in the war against the Japanese and so on. They may also discuss the fact that the Nationalists were also forced to accept communist help in the fight against the Japanese. This discussion should be balanced against consideration of other factors: the leadership and ideas of Mao, the organization and approach of Red Army, Mao's and communism's appeal to peasantry, the promise of land reform and the role of Communists in defeat of Japan.

- 21 How successful were Communist economic policies in the 1950s and the early 1960s? [50]**

No specific answer is looked for. Success may be assessed against, aims, outcomes and context. Candidates may distinguish between initial economic policies, progress towards collectivisation and the first Five Year Plan (1952-56). Candidates may point to initial successes in controlling inflation, reforming the currency and the continuity of industry through the employment of existing managers and businessmen. Candidates may also discuss the impact of land seizures, attacks on landlords (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 should also discuss the aims and outcomes of the First Five Year Plan. Similarly candidates can be expected to consider the success/failure of the Great Leap Forward, although judgements here are likely to be more damning, pointing to the economic, social and, perhaps, political consequences.

Democracy and Dictatorship in Germany 1919-1963

- 22 'Economic recovery was the main reason why the Nazis stayed in power after 1933.'**
How far do you agree? [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. In relation to economic recovery, candidates may refer to the Nazis' apparent success in dealing with unemployment, and the recovery seen in many areas of economic activity. However, they may qualify the role of this apparent success by reference to the weaknesses apparent in the Nazi economy. They may well argue, therefore, that other factors are as or more important in explaining the Nazis' hold on power. Many will stress the role played by terror, and here candidates may discuss the role and significance of the SS, Gestapo, concentration camps, political and other persecution, the nazification of government and judiciary, and censorship and propaganda. They may also include consideration of indoctrination here. There may also be discussion of other factors that contributed to the Nazis' hold on power: the establishment of order of a kind after the chaos of the twenties and the Depression years, the attractions of some of the Nazis' social reforms and the success of Hitler's foreign policy.

- 23 Assess the reasons why a divided Germany emerged in the years from 1945 to 1949.**
[50]

No specific answer is looked for. Candidates will need to explain a number of reasons and assess their relative significance and linkages to score well. Candidates may discuss some of the following issues: the Yalta Conference (Germany to be divided into zones of occupation), the Potsdam Conference (reparations issues), perceptions of Britain, USA, France and the Soviet Union on the future of Germany, wider context of Cold War developments (including Soviet consolidation in Eastern Europe, Truman Doctrine and Marshall Plan, Cominform and Comecon, communist coup in Czechoslovakia), the creation of a Soviet friendly 'Socialist Unity Party' (SED), creation of Bizonia, the Moscow Conference of Foreign Ministers (1947), the London Conference, new currency, the Berlin Blockade, NATO, creation of FRG and GDR. Candidates may argue that because of Cold War tensions the creation of a divided Germany was almost inevitable.

- 24 To what extent was Adenauer personally responsible for West Germany's growing strength in the 1950s?**
[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. Candidates may discuss the political situation in West Germany, economic issues and issues of foreign relations in developing their argument about Germany's growing strength. In relation to Adenauer's leadership, candidates may refer to his role in maintaining the strength and stability of the CDU/CSU coalition 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, unable 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. In relation to foreign policy, candidates may discuss Adenauer's role in: gaining acceptance of West Germany in Europe; the recognition given to the FRG after 1955 and the end of the 'occupation'; winning Britain's support for Germany's entry to NATO and hence the creation of her own army; West Germany's membership of the OEEC, the ECSC and then the EEC. In all this, of course, Adenauer had powerful and sympathetic international friends.

In relation to the economy candidates are likely to point less to Adenauer and more to the work of Erhard and the development of the social market economy, the significance of Marshall Aid, cheap labour, good industrial relations, and the survival of much of Germany's industrial base after the war. They may point to the fall in unemployment and the average growth rate of 8%, and improving living standards. Candidates may well point to economic factors as being most important in explaining Germany's growing strength but no specific answer is looked for.

The Cold War in Europe from 1945 to the 1990s**25 Assess the reasons for the development of the Cold War in Europe to 1948. [50]**

In assessing reasons candidates may discuss some of the following: the significance of long term tensions and differences over ideology; the tensions in the wartime alliance over the defeat of Nazi Germany; the role of individual leaders (Churchill, Stalin, Roosevelt, Truman and Attlee); the military situation at the end of the war; differences and tensions at Yalta and Potsdam; divisions over Poland, Germany etc, Soviet actions in Eastern Europe, Churchill's 'Iron Curtain' speech, Truman Doctrine and Marshall Plan, Cominform, Czechoslovakia and developments in Germany; the atom bomb; Soviet and Western fears and suspicions, strategies and policies. Candidates may argue that whilst the conflicting political ideologies of communism and capitalism and mutual fear of the spread of these conflicting ideologies were central, they provided the context and backdrop to a contest over spheres of influence and security fears as well as strategic and economic concerns.

26 Assess the reasons why the USA and the Soviet Union were concerned about Berlin from 1948 to 1989. [50]

No specific answer is looked for. Candidates will need to explain a number of reasons and assess their relative significance and linkages to score well. Candidates may focus on the crises surrounding the Berlin Blockade, the building of the Berlin Wall and its fall in 1989. Better answers may well set the issue of Berlin in the wider context of the Cold War and its central importance as a barometer of relations between East and West. In assessing reasons, candidates may discuss some of the following: the significance of the decision to divide Berlin into four zones; the strategic position of Berlin in the Soviet zone; the reasons for and consequences of the Berlin Blockade in 1948; the significance of West Berlin as an island of capitalism/western shop window and as the front-line in the Cold War; the stream of refugees to the west; the decision to build the Berlin Wall and its impact in the context of the failure of the Paris summit and the U2 spy plane incident; the easing of tensions during détente and the symbolism of the bringing down of the Berlin Wall in 1989. No specific answer is looked for.

27 Assess the reasons for the overthrow of Soviet power in Eastern European states? [50]

Candidates may discuss 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. There may be specific reference to events in Berlin and East Germany. However, it is likely that candidates will argue that whilst popular protest was the immediate cause of the collapse of communist rule the underlying causes lay in factors such as: the economic strains in the USSR since the mid 1970s when its industrial production began to fail and the technological lead of the West accelerated. Strains on the Soviet economy because of its international commitments, not least the war in Afghanistan also took their toll. Candidates may also refer to changes in Soviet policy that resulted in the encouragement of reform amongst the Soviet Union's allies such as Gorbachev's reforms: the repudiation of the Brezhnev Doctrine and policies of perestroika and glasnost, the beginnings of the break-up of the Soviet Union, followed by the collapse of communist regimes elsewhere. They may also point to the contrast with the wealth and freedom of the West, and the impact of the Soviet Union's inability to compete militarily with the USA. No specific answer is looked for.

Crisis in the Middle East 1948-2003

- 28 Assess the reasons why the creation of the state of Israel resulted in war in 1948-49. [50]**

No specific answer is looked for. Candidates will need to explain a number of reasons and assess their relative significance and linkages to score well. Candidates in assessing reasons may suggest the declaration of the state of Israel was the occasion rather than the cause of war – fighting between Palestinians and Jews had already begun and the tensions date back to the First World War and beyond. Candidates may discuss some of the following: Zionism and Theodore Herzl; Balfour Declaration 1917; the impact of the British mandate in Palestine, British policy and post WW1 immigration; Peel Commission Report 1937; WW2 and impact of Holocaust; British withdrawal; US and UN involvement (UNSCOP) and partition; the role of Ben Gurion, Haganah, Irgun and Stern Gang; role of Huseini, the Arab Liberation Army, the Muslim brotherhood, and the Arab League; the declaration of Israeli independence 1948.

- 29 How successful was Nasser in his relations with other Arab states? [50]**

No specific answer is looked for. Success may be assessed in terms of aims, outcomes and/or historical context. Candidates may discuss the rise of Nasser's reputation and the status he enjoyed amongst ordinary Arabs across the Middle East, especially after Suez. Candidates may suggest he enjoyed undisputed leadership of the Arab World. However, candidates may also argue that Nasser did not enjoy universal acclaim certainly not in the monarchies of Saudi Arabia and Jordan. They may point to Nasser's support of the Yemeni rebels as evidence of this. Further evidence of his rising star came with the creation of the UAR with Syria, although candidates may see this as essentially a failure. Candidates may also deal with Nasser's policy towards the Palestinians and his success in getting Arab agreement to the creation of the PLO (partly as a means of controlling Palestinian extremism). Candidates may also consider Nasser's role in the build up to the Six Day War.

- 30 Assess the causes of the Iran-Iraq War. [50]**

No specific answer is looked for. Candidates need to identify, explain and assess a range of reasons for the war. Candidates may consider longer term reasons such as the alignment of Iraq and Iran on the two sides of the Cold War, Iranian support for Kurdish rebels in northern Iraq in the 1970s and the longstanding conflict over the Shatt al-Arab waterway. They may also point to shorter term tensions that arose with the ascension to power of Hussein and Khomeini. Khomeini's provocations (not recognizing Hussein's regime and urging Shi-a unrest) may be discussed as may Hussein's expulsion of Iranian Iraqis and support for Iranian Kurds. They may discuss the trigger point over control of the waterway (abrogation of the Algiers agreement to joint control).

Paper Total [100]

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