

Advanced Subsidiary GCE

GCE HISTORY A

Unit F962: *European and World History Period Studies*

Option B: *Modern 1795-2003*

Specimen Paper

F962 QP

Morning/Afternoon

Time: 1 hour 30 minutes

Additional Materials: Answer Booklet (8 pages)



INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces provided on the answer book.
- Write your answers on the separate answer book provided.
- Answer any **two** questions

INFORMATION FOR CANDIDATES

This paper contains questions on the following 10 Study Topics:

- Napoleon, France and Europe 1795-1815
 - Monarchy, Republic and Empire: France 1814-1870
 - The USA in the 19th Century: Westward expansion and Civil War 1803-c.1890
 - Peace and War: International Relations c. 1890-1941
 - From Autocracy to Communism: Russia 1894-1941
 - Democracy and Dictatorship: Italy 1896-1943
 - The Rise of China 1911- 1990
 - Democracy and Dictatorship in Germany 1919- 1963
 - The Cold War in Europe from 1945 to the 1990s
 - Crisis in the Middle East 1948 – 2003
- Each question is marked out of **50**.
 - There are three questions for each study topic. You may select your two questions from any one or from any two Study Topics
 - You should write in continuous prose and are reminded of the need for clear and accurate writing, including structure and argument, grammar, punctuation and spelling.

This document consists of **4** printed pages.

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

Napoleon, France and Europe 1795-1815

- 1 'Napoleon was nothing more than a dictator.' How far do you agree with this view of Napoleon's rule of France? [50]
- 2 To what extent was Napoleon's generalship the main reason for his military success in Europe to 1809? [50]
- 3 To what extent was defeat in Russia (1812) the **main** reason for Napoleon's downfall? [50]

France: Monarchy, Republic and Empire 1814-1870

- 4 To what extent should Louis XVIII's reign be considered a failure? [50]
- 5 How successful were Louis Philippe's domestic policies? Explain your answer. [50]
- 6 How successful was Napoleon III's foreign policy? Explain your answer. [50]

America 1803-c.1900: Westward Expansion and Civil War

- 7 To what extent were railways the **most** important factor in opening up the West? Explain your answer. [50]
- 8 To what extent was the election of Lincoln as president the **main** cause of the Civil War? [50]
- 9 To what extent were the North's superior resources the **main** reason for the defeat of the South in the Civil War? [50]

Peace and War: International Relations 1890-1945

- 10 To what extent was Germany to blame for the outbreak of the First World War in 1914? [50]
- 11 Assess the reasons why there were no major international conflicts during the 1920s. [50]
- 12 How far was British foreign policy to blame for the outbreak of war in Europe in 1939? [50]

From Autocracy to Communism: Russia 1894-1941

- 13 Assess the consequences of the revolution of 1905 in Russia. [50]
- 14 Assess the reasons for the February Revolution in 1917. [50]
- 15 How successful were Stalin's Five Year Plans in the 1930s? Explain your answer. [50]

Democracy and Dictatorship: Italy 1896-1943

- 16 How successful were the Liberal governments of 1896 to 1915 in dealing with the problems they faced? Explain your answer. [50]
- 17 To what extent can the rise of Mussolini to power in 1922 be explained by his own talents and abilities? [50]
- 18 How successful were Mussolini's economic policies in the period from 1922 to 1940? [50]

The Rise of China 1911-1990

- 19 Assess the reasons why it took until 1928 for the Nationalists to establish their control of China after the revolution of 1911. [50]
- 20 How successful were China's economic policies in the 1950s and early 1960s. Explain your answer? [50]
- 21 Assess the impact of the Cultural Revolution to 1976. [50]

Democracy to Dictatorship in Germany 1919-1963

- 22 How far was the impact of the Depression the **main** reason for the rise of Hitler to power by January 1933? [50]
- 23 How successful was Hitler's economic policy in the period from 1933 to 1939? Explain your answer. [50]
- 24 How successful was Adenauer as Chancellor of West Germany in the period from 1949 to 1963? Explain your answer. [50]

The Cold War in Europe from 1945 to the 1990s

- 25 Assess the reasons for the breakdown in the wartime alliance between the USA, Britain and the Soviet Union in 1945. [50]
- 26 Assess the causes and consequences (to 1961) of the Berlin Blockade. [50]
- 27 Assess the reasons for the decline of Soviet control in Eastern Europe during the 1980s. [50]

Crisis in the Middle East 1948-2003

- 28 Assess the reasons why Arab states and Israel came into armed conflict in 1967 and 1973. [50]
- 29 How successful was Nasser in his domestic and foreign policy? Explain your answer. [50]
- 30 Assess the consequences of the First Gulf War of 1991. Explain your answer. [50]

Paper Total [100]

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

Specimen Mark Scheme

Each question is marked out of 50

The maximum mark for this paper is 100.

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Distribution of marks for each level that reflects the Unit's AOs and corresponds to the UMS

AS UNIT F962 *European and World Period Studies*

Maximum mark 100.

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
- (v) explaining linkages between different factors

AOs	AO1a	AO1b
Total mark for each question = 50	Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner	Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of: - key concepts such as causation, consequence, continuity, change and significance within an historical context; - the relationships between key features and characteristics of the periods studied
Level IA	<ul style="list-style-type: none"> • Uses a wide range of accurate, detailed and relevant evidence • Accurate and confident use of appropriate historical terminology • Answer is clearly structured and coherent; communicates accurately and legibly <p style="text-align: center;">21-24</p>	<ul style="list-style-type: none"> • Clear and accurate understanding of key concepts relevant to analysis and to the topic • Clear and accurate understanding of the significance of issues in their historical context • Answer is consistently and relevantly analytical with developed and substantiated explanations, some of which may be unexpected • The argument evaluates a range of relevant factors and reaches clearly substantiated judgements about relative importance and/or links <p style="text-align: center;">24-26</p>
Level IB	<ul style="list-style-type: none"> • Uses accurate, detailed and relevant evidence • Accurate use of a range of appropriate historical terminology • Answer is clearly structured and mostly coherent; writes accurately and legibly <p style="text-align: center;">18-20</p>	<ul style="list-style-type: none"> • Clear and accurate understanding of most key concepts relevant to analysis and to the topic • Answer is mostly consistently and relevantly analytical with mostly developed and substantiated explanations • Clear understanding of the significance of issues in their historical context. • Substantiated judgements about relative importance of and/or links between factors will be made but quality of explanation in support may not be consistently high. <p style="text-align: center;">22-23</p>
Level II	<ul style="list-style-type: none"> • Uses mostly accurate, detailed and relevant evidence which demonstrates a competent command of the topic • Generally accurate use of historical terminology • Answer is structured and mostly coherent; writing is legible and communication is generally clear <p style="text-align: center;">16-17</p>	<ul style="list-style-type: none"> • Mostly clear and accurate understanding of many key concepts relevant to analysis and to the topic • Clear understanding of the significance of most relevant issues in their historical context • Much of the answer is relevantly analytical and substantiated with detailed evidence but there may be some description • The analysis of factors and/ or issues provides some judgements about relative importance and/or linkages. <p style="text-align: center;">19-21</p>
Level III	<ul style="list-style-type: none"> • Uses accurate and relevant evidence which demonstrates some command of the topic but there may be some inaccuracy • Answer includes relevant historical terminology but this may not be extensive or always accurately used • Most of the answer is organised and structured; the answer is mostly legible and clearly communicated <p style="text-align: center;">14-15</p>	<ul style="list-style-type: none"> • Some/uneven understanding of key concepts relevant to analysis and of concepts relevant to their historical context • Answers may be a mixture of analysis and explanation but also simple description of relevant material and narrative of relevant events OR answers may provide more consistent analysis but the quality will be uneven and its support often general or thin • Answer considers a number of factors but with very little evaluation of importance or linkages between factors/issues • Points made about importance or about developments in the context of the period will often be little more than assertions and descriptions <p style="text-align: center;">16-18</p>

Level IV	<ul style="list-style-type: none"> • There is deployment of relevant knowledge but level/accuracy of detail will vary; there may be some evidence that is tangential or irrelevant • Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication <p style="text-align: center;">12-13</p>	<ul style="list-style-type: none"> • Understanding of key concepts relevant to analysis and the topic is variable but in general is satisfactory. • Limited and patchy understanding of a few relevant issues in their historical context • Answer may be largely descriptive/ narratives of events and links between this and analytical comments will typically be weak or unexplained OR answers will mix passages of descriptive material with occasional explained analysis • Limited points made about importance/links or about developments in the context of the period will be little more than assertions and descriptions <p style="text-align: center;">13-15</p>
Level V	<ul style="list-style-type: none"> • There is some relevant accurate historical knowledge deployed: this may be generalised and patchy. There may be inaccuracies and irrelevant material • 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>
Level VI	<ul style="list-style-type: none"> • Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy • Answer may have little organisation or structure; weak use of English and poor organisation <p style="text-align: center;">4-8</p>	<ul style="list-style-type: none"> • Very little understanding of key concepts • Very limited understanding of the topic or of the question's requirements • Limited explanation will be very brief/ fragmentary • The answer will be characterised by generalised assertion and/or description/ narratives, often brief <p style="text-align: center;">6-10</p>
Level VII	<ul style="list-style-type: none"> • No understanding of the topic or of the question's requirements; little relevant and accurate knowledge • Very fragmentary and disorganised response; very poor use of English and some incoherence <p style="text-align: center;">0-3</p>	<ul style="list-style-type: none"> • No understanding of key concepts or historical developments. • No valid explanations • Typically very brief and very descriptive answer <p style="text-align: center;">0-5</p>

Question Number	Answer	Max Mark
1	<p>Napoleon, France and Europe 1795-1815</p> <p>‘Napoleon was nothing more than a dictator.’ How far do you agree with this view of Napoleon’s rule of France?</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>The question is intended to elicit a discussion of the nature of Napoleonic rule in France. Candidates may discuss some of the following more or less authoritarian aspects of his rule: censorship and propaganda, police, centralised control of government and administration, the power of the First Consul/Emperor, arbitrary arrest, power over the Church and education. This may be balanced against discussion of more ‘liberal’ aspects of his rule: the existence of constitutions, ratification of changes by plebiscite (some may discuss the notion of ‘plebiscitary dictatorship’), the guarantees of rights (as in the Civil Code) and religious toleration. Candidates may also argue that Napoleon’s rule became more dictatorial over time (especially after the creation of the Empire), or that from the start the apparent constitutional framework was no more than a thin disguise for dictatorship. There may also be some discussion of the 100 days episode with its apparently liberal constitution. Some may examine Napoleon’s claim to be ‘the son of the Revolution and therefore more than a dictator.</p>	[50]
2	<p>To what extent was Napoleon’s generalship the <u>main</u> reason for his military success in Europe to 1809?</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates must deal with Napoleon’s generalship even if they wish to argue that other factors were more important. Candidates might point to less than successful aspects of Napoleon’s leadership and the degree to which he relied on circumstances/good fortune. In relation to his generalship, candidates may discuss issues such as: motivation of men, officers, planning, strategy and tactics. Other reasons considered might include: developments of the pre-revolutionary and post revolutionary periods (1790s) to explain that in 1799 Napoleon inherited a veteran, organised, well-honed and mass army, pointing to such aspects as developments in artillery, tactics (mixed order), organisation (divisions), mass army (e.g. <i>levée en masse</i>, <i>amalgame</i>, living off the land). There may also be reference to the ability and role played by some of Napoleon’s subordinates – Desaix, Murat, Davout. Such discussion may be balanced against the ‘weaknesses’ of enemies (e.g. poor leaders, divided leadership, loose coalitions, still using 18th century styles of warfare). All such discussion may be informed by references to Napoleon’s military successes (Italian campaigns, Egypt, Marengo, Ulm and Austerlitz, Jena and Auerstädt, Friedland and Wagram.</p>	[50]

Question Number	Answer	Max Mark
3	<p>To what extent was defeat in Russia (1812) the <u>main</u> reason for Napoleon's downfall in 1814?</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>There must be sufficient treatment of the role of defeat in Russia even if the candidate wishes to argue that other factors were more important. When considering Russia candidates may discuss the scale of losses in manpower, cavalry and artillery and the damage to morale and Napoleon's reputation. Such discussion may be linked to the growth of opposition and the decision, by Prussia in particular, to join Russia in war against Napoleon in 1813. Candidates may consider a range of factors apart from Russia – opposition of Britain, the impact of the Continental system, the effects of the Peninsular War, the relative personal decline of Napoleon and the changing nature of his forces, the relative improvement in the capability of his enemies, the strategies adopted by his enemies in 1813 such as avoiding battle with Napoleon until they had overwhelming numbers (as at Leipzig), the formation of the Fourth Coalition and the campaigns of 1813-14.</p>	[50]
4	<p>France: Monarchy, Republic and Empire 1815-1870</p> <p>To what extent should Louis XVIII's reign be considered a failure?</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates need to evaluate critically the issue of failure to score well. They may do this by balancing evidence of 'failure' with evidence of 'success'. In relation to the former, candidates may refer to, for example: dissolution of the first Chamber (dominated by Ultras), liberal criticism, White Terror and rise of Ultras, Charles Artois, shortness of the reign (too short to establish stability, success), failure to win popular support, change after 1820 (murder of Berry and subsequent shift to right under Richelieu and Villele). This discussion may be balanced against 'successes', such as: the Charter, retention of many legal and administrative developments of the revolutionary and Napoleonic period, no revolution after 1815, the administration of Decazes, foreign success (including the Treaty of Aix La Chappelle and the intervention in Spain), financial and economic recovery, advantage of war-weariness/desire for stability, peaceful succession. Of course, some of the above can be considered as both evidence of success and failure. There is much for candidates to discuss and success will depend on how far the candidate uses relevant knowledge and understanding to underpin sound evaluation. Whether the candidate argues for relative failure or relative success may depend on the criteria used to make the judgement (context of problems or difficulties facing Louis XVIII, his aims, the results of policies and so on).</p>	[50]

Question Number	Answer	Max Mark
5	<p>How successful were Louis Philippe's domestic policies? Explain your answer</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates need to discuss a range of policies, but do not need to be comprehensive to access the higher Bands. Candidates may examine a variety of social and political policies and assess, for example: the merits of the 1830 Charter, changes to the franchise, the repression of early years, the use of censorship, the limited electorate, the apparent lack of policy (<i>'immobilisme'</i>), the policies of Thiers and Guizot, the demand for change, the alienation of popular and middle class support, and so forth. There may be discussion of the social and political context and Louis Philippe's attitudes to the 'Party of Movement' and the 'Party of Resistance'. Candidates may point to 1848 as evidence of failure, the lack of timely concessions, the failure to lance the revolutionary heritage, the failure to deal with the growing economic crisis and the demands for reform. This is not, however, a question focusing on the causes of 1848 – candidates must focus on relative success or failure of domestic policies during the whole reign.</p>	[50]
6	<p>How successful was Napoleon III's foreign policy? Explain your answer.</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>The key to a successful answer is the degree to which the candidate has assessed relative success – this may be done in terms of aims, outcomes or against context. Candidates may discuss successes (arguable), such as (in the 1850s) the Crimean War, the Paris Conference 1856, and intervention in Italy (1859-60). These may be contrasted with the failures (arguable) in the 1860s, e.g.: intervention in Mexico (1863-67), attempts to wrest concession from Prussia and Austria as their power struggle developed in Germany (1866 and after), and, of course, war with Prussia (1870). There may also be discussion of Napoleon's relations with Britain. Aims discussed as criteria may include: restoration of French power and influence, the Napoleonic heritage, support for nationalism, territorial expansion. Outcomes discussed as criteria may include: victory in Crimea, the Paris Peace Conference, the acquisition of Nice and Savoy, compared to isolation in Mexico, failure to arbitrate over Germany (or win 'compensation'), withdrawal from Italian war and, of course, defeat against Prussia in 1870.</p>	[50]

Question Number	Answer	Max Mark
7	<p>America 1803-c.1900: Westward Expansion and Civil War</p> <p>To what extent were railways the most important factor in opening up the West? Explain your answer.</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates need to do more than list the ways in which railways were important. Reference may well be made to key railways, especially transcontinental routes and linkage of cities, town, establishment of railheads for cattle, mining, the role of railways in the opening up of land and the federal encouragement of them and associated land deals. Railways may be discussed as both a symptom and a cause of 'opening up the West'. Such discussion needs to be balanced against some argued relative assessment of the degree of importance of railways as opposed to other factors. Candidates may discuss the importance of railways in relation to factors such as: other means of communication such as roads/trails, stagecoaches, telegraph, river steamboats, etc. Candidates may explore the inter-linkage with other factors – exploration, mining, farming, cattle, pressure for expansion, push and pull factors, the 'frontier' mentality.</p>	[50]
8	<p>To what extent was the election of Lincoln as president the <u>main</u> cause of the Civil War?</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates must deal with other factors even if they wish to argue that the election of Lincoln was the main cause. Candidates may well argue that the election of Lincoln was the event which brought to a head the growing tensions between North and South and led to the secession of southern states, the failure of compromise and hence Civil War. They may explain the context of the differences between North and South, the issues related to the creation of new states, the importance of the slavery issue and States' rights, the development of the Republican Party and so on. In support of such discussion there may be reference to the 1850 compromise, the issues over Kansas/Nebraska, Dred Scott, the Lincoln-Douglas debates and John Brown's raid.</p>	[50]

Question Number	Answer	Max Mark
9	<p>To what extent were the North's superior resources the <u>main</u> reason for the defeat of the South in the Civil War?</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>There needs to be significant discussion of the role of resources even if the candidate wishes to argue that other factors were more important. Resources can be seen as a long term reason for victory but on their own they cannot explain victory – the North needed the military and political strategy to make resources count and the political will and support to use them effectively. Candidates may discuss the impact of Grant's 1864-65 strategy in the Wilderness campaign and Sherman's March through Georgia. They may balance discussion of resources and campaigns against other factors, such as: the South's failure to win foreign support, South's chances of victory early on, Lincoln's leadership, and the importance of morale.</p>	[50]
10	<p>Peace and War: International Relations 1890-1945</p> <p>To what extent was Germany to blame for the outbreak of the First World War in 1914?</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Evaluation of the role of Germany will be the central focus of a successful answer. In relation to Germany candidates may well discuss the role of Kaiser Wilhelm, German foreign policy ambitions, its role in the naval and military arms races, the importance of Germany's support for Austria (Dual Alliance), the Moroccan crises, and its role in the July Crisis of 1914. There may be discussion of the Fischer thesis. However, such discussion needs to be set in the context of other factors which contributed to the outbreak of war, such as the foreign policies of other major powers (Britain, France, Russia, Austria-Hungary), imperial rivalries, the development of the Triple Entente, the role of other powers in the arms races, the domestic factors contributing to considerations of war, the situation in the Balkans and Austria-Hungary, including the crises over Bosnia and the Balkan Wars.</p>	[50]

Question Number	Answer	Max Mark
11	<p>Assess the reasons why there were no major international conflicts in the 1920s.</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates will need to discuss a range of factors which resulted in there being no major conflicts in the 1920s. Areas that might be covered could include: the legacy of the Great War (including desire for peace, war exhaustion, priority of domestic economic and social problems) and the various Peace Settlements (there may be discussion of how far the treaties went to ensure peace and the weakness of defeated powers); the objectives and policies of Britain, France and the USA (and Germany/Italy); the role of the new League of Nations; conferences like Locarno, the 'Locarno honeymoon', and the Kellogg-Briand Pact .</p> <p>Answers may consider what would constitute a 'major international conflict', as opposed to 'minor skirmishes'.</p>	[50]
12	<p>How far was British foreign policy to blame for the outbreak of war in Europe in 1939?</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Evaluation of the impact of British foreign policy should form the focal point of an effective answer. Answers may refer to, for example: the impact of post-World War I military planning (including disarmament), focus on imperial rather than continental concerns, attitudes to the USSR and the League of Nations, and crucially discussion of the role of appeasement (under Chamberlain, perhaps set in the longer context of British policy from 1919 and the feeling that Germany had legitimate demands after Versailles). Such discussion needs to be balanced against treatment of other factors and linkages between them. These include: the legacy of the Paris Peace Settlement, the impact of the Depression, the collapse of the League of Nations, the rise of aggressive nationalism in Germany and Italy, and Germany's actions and policy under Hitler.</p>	[50]

Question Number	Answer	Max Mark
13	<p>From Autocracy to Communism: Russia 1894-1941</p> <p>Assess the reasons why Tsar Nicholas II was able to survive the 1905 Revolution.</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>The emphasis in this question is on reasons for survival of the 1905 Revolution, explanation of them and evaluation of their relative importance and links between them. Candidates may discuss some of the following reasons: divided (and relatively weak) opposition to the Tsar's regime (Social Democrats – Mensheviks and Bolsheviks, Kadets, Socialist Revolutionaries), nature of the 'revolution' (uncoordinated series of events from January to December), timely concessions (October Manifesto), use of force (e.g. against Moscow Soviet), essential loyalty of army, followed by a mixture of reform, reestablishment of authority and repression (Dumas, Fundamental Laws, concessions to peasantry, military courts and so on). Some may argue that the Tsar's position, in any case, was never seriously under threat.</p>	[50]
14	<p>Assess the reasons for the February Revolution in 1917.</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>The emphasis of the question is on reasons and better answers may consider both longer-term and shorter-term reasons and their relative importance to explain the overthrow of the Tsar and the creation of a Provisional Government. Candidates may discuss various issues, such as: the impact of war from 1914 to early 1917 on Russia (casualties, hardships, defeat, inflation, shortages; the war's role in exposing weaknesses of autocracy and the personal association of the Tsar with defeat), political, Marxist, liberal opposition (longer and shorter-term); the Tsar's judgement in choosing advisers and the role of Rasputin; the events of February 1917; the impact of long-term stresses and strains in the Russian state and society. Candidates should do more than simply explain individual reasons. The key to accessing the higher marks is the degree to which the candidate moves beyond explanation of individual reasons to the weighing of their significance and/or the linkages between them.</p>	[50]

Question Number	Answer	Max Mark
15	<p>By 1929 Stalin was fully secure in his control of the Soviet Union.' How far do you agree with this view?</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>To demonstrate the argument 'for' answers are likely to focus around analysis of Stalin's manoeuvrings during the later 1920s. Candidates may refer to power struggles with Trotsky, Bukharin, Zinoviev and Kamenev and their expulsion from the party (Bukharin the latest in 1929), his tactics in the 'permanent revolution' v 'socialism in one country' debate, the use of his position as secretary-general of the party. Candidates may seek to assess 'How far?' by balancing treatment of the above against Stalin's continued fear of opposition, his use of the NKVD (and purging of it) and the purges following the murder of Kirov in 1934, the constitution of 1936, propaganda and censorship and the development of the 'cult of personality'. One line of argument may be that Stalin had done much to consolidate his power by 1929 and that what followed aimed to eliminate the last vestiges of opposition and/or to prevent further opposition emerging, and/or reflected his personal fears.</p>	[50]
16	<p>Democracy and Dictatorship: Italy 1896-1943</p> <p>How successful were the Liberal governments of 1896 to 1915 in dealing with the problems they faced? Explain your answer.</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates may identify and discuss a range of problems including recovery from the humiliation of Adowa and the pressure from nationalists and irredentists, the perceived threat of socialism, the relationship with the Catholic Church, economic and social problems, management of the political system, the Libyan War and the coming of world war. Candidates may well focus on the administrations of Giolitti who dominated this period. They may point to the reversal of the policy of repression of opposition and protest adopted in the 1890s, the wooing of moderate socialists through social reform measures, public works, reduction of food taxes and neutrality in industrial disputes. They may also point with attempts to win over moderate catholics and his policy of <i>trasformismo</i>. Candidates may also point to the consequences of the Libyan War: whilst it was relatively successful, it alienated socialists and only encouraged the right and nationalists in their attacks on socialists and the politics of <i>trasformismo</i>. There may be discussion of the impact of the election of 1913 and the widening of the franchise, 'Red Week', and the policy of neutrality on the outbreak of war in Europe in 1914.</p>	[50]

Question Number	Answer	Max Mark
17	<p>To what extent can the rise of Mussolini to power in 1922 be explained by his own talents and abilities?</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates need to discuss the role of Mussolini's talents and abilities even if they wish to argue other factors were more significant. Discussion of Mussolini's talents and abilities may refer to: his opportunism, skills of oratory and propaganda, charisma and leadership. There may also be discussion of the fascist party and its actions and development in the years to 1922. Discussion of these needs to be set in the context of other factors, such as: the political, economic and social effects of the First World War, nationalism and the impact of 'mutilated victory', discontent with and constant changes in governments, fear of socialism/communism and the impact of the '<i>biennio rosso</i>', the attitude of the Catholic Church, the connivance of the establishment, the role of the monarchy and the events of 1922. Many may argue that Mussolini's talents and abilities were a necessary but not a sufficient reason to explain his rise.</p>	[50]
18	<p>How successful Mussolini's economic policies in the period from 1922 to 1940? Explain your answer.</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates may discuss success in terms of Mussolini's aims, the results of policies and the historical context. Candidates may point to Mussolini's somewhat vague economic ideas and the subordination of economic policy to the imperatives of maintaining power, making Italy (militarily) strong and transforming society. They may point to Mussolini's good fortune in coming to power at a time of improving national and international economic life. They may discuss the initial liberal economic policies of De Stefani and go on to discuss the aims and impact of the revaluation of the currency ('battle for the Lira'), tariff policy, reaction to the depression (public works, support for the banks, the IRI), policies associated with self-sufficiency (autarky), the 'battle for grain', the draining of the Pontine Marshes, and Corporativism. Some may argue that the propaganda and apparent success of some measures disguise the failure to address the fundamental problems of the Italian economy such as the limited industrial development, the North:South divide and chronic rural poverty</p>	[50]

Question Number	Answer	Max Mark
19	<p>The Rise of China 1911-1990</p> <p>Assess the reasons why it took until 1928 for the Nationalists to establish their control of China after the revolution of 1911.</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates need to identify and explain a number of reasons and to discuss their relative significance. The candidates' explanations/assessment may involve discussion of: the outcome of the revolution, the role and abilities of Sun Zhongshan (Sun Yat-Sen), the weaknesses of the nationalists, the ambition and attempt to establish a dictatorship by Yuan Shikai (d. 1916), the growth of regionalism and local warlords, the role of foreign powers, the role of the 4 May movement, the role of the Soviet Union, the Guomindang under Sun Zhongshan to 1925, the rise of Jiang Jieshi (Chiang Kai-Shek), the united front of the Communist Party and Guomindang, the Northern March and the 'White Terror', Because of the nature of the question, there may be a tendency to deal with reasons chronologically which is legitimate but candidates do need to link explanations clearly to the question set.</p>	[50]
20	<p>How successful were China's economic policies in the 1950s and early 1960s? Explain your answer.</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates can assess success in a number of ways: by reference to aims, context or results. Candidates typically may cover the initial problems facing the Chinese economy in 1949-50, the Agrarian Reform Law and the move to collectivisation, the First Five Year Plan, the Great Leap Forward and the back-peddling from that in the early 1960s. They may assess success as variable over time or examine the success of individual initiatives and policies or consider agriculture and industry separately. Candidates may stress early achievements given the context of decades of civil war and Japanese invasion and much was done quickly to provide working infrastructure and a stable currency. The Agrarian Reform Law was popular and the process of collectivisation by 1956 was substantially achieved. Similarly the takeover of industry and the First Five Year Plan can be seen as successful as industrial production grew rapidly. Judgements on the Great Leap Forward, however, are likely to be more mixed, especially in the context of the 'hard years' of 1961-63 and the back-peddling after Mao stepped down as Chairman of the Republic.</p>	[50]

Question Number	Answer	Max Mark
21	<p>Assess the impact of the Cultural Revolution to 1976.</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>The starting for many candidates may well be a discussion of the nature of the Cultural Revolution and this may determine their treatment of the question. In political terms there may be discussion of Mao's role and aims and the personality cult that surrounded him, the rivalries within the communist party, the role of the army and its leader, Lin Biao, the role of the Red Guards (and the 'Little Red Book', attacks on the West and foreigners, the establishment of the 'three-in-one' committees, attacks on 'rightists' and the struggle to succeed Mao and so on. In cultural terms there may be discussion of the attacks on intellectuals and reform of education (and the combining of education and work). In social and economic terms there may be discussion of the 'back to the countryside movement' and attempts to reassert communal effort by abolishing individual bonuses in favour of team effort and service to 'the people'. Candidates may well argue that the impact of the Cultural Revolution was mixed and often temporary – short term chaos, economic damage was limited and the economy soon recovered, the role of the army on politics, for example faded after the death of Lin Biao and the denunciations of western imperialism were soon softened.</p>	[50]
22	<p>Democracy and Dictatorship in Germany 1919-1963</p> <p>How far was the impact of the Depression the <u>main</u> reason for the rise of Hitler to power by January 1933?</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates must deal adequately with the impact of the Depression even if they wish to argue other reasons were more significant. A common line of argument may be that the Depression provided necessary conditions in which Nazism and other forms of extremism could thrive but on its own cannot explain Hitler's rise. In discussing the impact of the Depression, answers may discuss issues such as: social and economic crisis, the rise in unemployment and attendant social and political unrest, the exposure of the weaknesses of Weimar Democracy, the break-up of the Grand Coalition, rule by decree, and the rise of extremism (left and right). This needs to be balanced against other factors, such as: fear of communism, the failure of democratic and socialist parties to see or unite against the threat, the appeal of Nazism, the skills of Hitler, Goebbels and the Nazi party machine, the backstairs intrigue of 1932-33.</p>	[50]

Question Number	Answer	Max Mark
23	<p>How successful was Hitler's economic policy in the period from 1933 to 1939? Explain your answer.</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates may assess the New Plan and the Four Year Plan or they may deal generally with different areas of policy. Aims, results and context can be used as the test of success. Answers may discuss policy and its impact in relation to areas/ideas such as: unemployment, public works, industrial and agricultural policy, heavy industry and autarky, foreign trade agreements, consumer goods v war materials (guns v butter). There may be discussion of the appearance of success and of underlying criticisms, weaknesses and the time taken to change things. For example, in relation to unemployment, the apparent success in reducing the headline number of unemployed to near zero disguises the massaging of the figures. Candidates may also argue that the gearing of the economy to war in the Four Year Plan not only distorted the economy but failed to meet targets. Some may argue that one reason for war in 1939 was to avoid an economic crisis and to gain more economic resources.</p>	[50]
24	<p>How successful was Adenauer as Chancellor of West Germany in the period from 1949 to 1963? Explain your answer.</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates may assess success in relation to aims, results and/or historical context. Many will argue that on balance Adenauer was very successful politically, economically and in terms of foreign affairs. Candidates may discuss his electoral successes and his ability to keep liberal support for his CDU/CSU coalition after 1949 and his winning a majority in 1957. Arguments for success here may be qualified by references to a fear of a return to 'Weimar' politics and the weakness of the socialist opposition. In discussing the economy candidates may refer to the decline in unemployment, the consistent growth of the economy, the rise in living standards, success in joining the European Coal and Steel Community and in the foundation of the EEC. Candidates may qualify praise for Adenauer 's (and his Economics minister's, Erhard) 'social market economy' by reference to the role of the Marshall Plan, the survival of much of Germany's industrial base, the influx of cheap labour from the east and the impact of the Korean War. In foreign policy, candidates may discuss West Germany's recognition as an independent state (1955), joining NATO (1955) and the creation of a West German army.</p>	[50]

Question Number	Answer	Max Mark
25	<p>The Cold War in Europe 1945-1990s</p> <p>Assess the reasons for the breakdown in the wartime alliance between the USA, Britain and the Soviet Union in 1945.</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates will need to identify, explain and evaluate a number of reasons by exploring their relative importance and the linkages between them. They may consider both longer and shorter term reasons. Candidates may point to the basic ideological differences between the Soviet Union and Britain and the USA and point to evidence of the importance of those divisions in the period after 1917 (British and American support for the Whites in the Civil War, British and American fear of communist ideas, and the influence of that fear on, for example, British foreign policy in the 1930s). Such discussion may be supported by discussion of the nature of the wartime alliance (united only in resistance to a common enemy). There may also be discussion of other reasons for distrust arising out of the war (for example, Stalin's perception that the West delayed a second front). There may also be assessment of the Soviet Union's need for security after two world wars. Such analysis should be set in the context of 1945, the defeat of Germany, and the differences emerging over the fate of Germany, Poland and other states in eastern Europe, the Yalta and Potsdam Conferences and US development of the atom bomb.</p>	[50]
26	<p>Assess the causes and consequences (to 1961) of the Berlin Blockade.</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates may well start by discussing the decision to divide Germany and Berlin into four zones of occupation before assessing the consequences. Candidates may well place the discussion of the causes and consequences in the context of the development of the Cold War in the years after the end of the war. In particular there may be analysis of the decision to divide Germany and Berlin in 1945 and interlinkage between hardening attitudes arising from Soviet occupation and sponsorship of communist governments in eastern Europe and from the declaration of the Truman doctrine and Marshall Plan. Candidates may discuss the development of Bizonia, the currency issue and Stalin's decision to cut off West Berlin in 1948. Discussion of this crisis and its consequences may include the lessons learned by Stalin about Western determination, the decisions to create the Federal Republic and the German Democratic Republic, the setting up of NATO, the drain of workers and others across the frontier from the east, the importance of West Berlin in the Cold War, and the decision to build the Berlin Wall.</p>	[50]

Question Number	Answer	Max Mark
27	<p>Assess the reasons for the decline of Soviet control in Eastern Europe during the 1980s.</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Analysis of the factors determining the decline of Soviet control in Eastern Europe and their erosion during the 1980s will form the basis of discussion. Political, economic and social issues, along with the resurgence of nationalism will give ample scope for a good answer to be developed. Many answers may focus on the role and significance of Gorbachev from 1985, perhaps considering whether he was the prime reason for the Soviet collapse in Eastern Europe when he publicly abandoned the Brezhnev Doctrine. Some may focus on the seminal role of Poland and the influence of Solidarity and the Catholic Church in weakening the communist grip. The influential roles of Hungary (opening the border with Austria) and East Germany in accelerating the pace of change in 1989 might be considered. Answers may point to the growing awareness of Western prosperity. External factors can also be brought to bear, such as President Reagan's bid to bankrupt the USSR and win the Cold War via a new arms race (the so-called 'Second Cold War') – hence Gorbachev telling the East German government in 1989 that it must form closer ties with West Germany because Moscow could no longer afford to subsidise the East German economy.</p>	[50]
28	<p>Crisis in the Middle East 1948-2003</p> <p>Assess the reasons why Arab states and Israel came into armed conflict in 1967 and 1973.</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates must refer to both wars in their answers. Many will cite both reasons common to both wars and the particular circumstances and reasons for each. Candidates may discuss long term reasons for both wars: the circumstances of the creation of Israel in 1948, the lack of a homeland for Palestinians, determination to destroy Israel. There is also the view that the 67 and 73 wars were merely continuations of the earlier wars of 1948-49 and 1956 – the states involved not having signed a peace treaty. In relation to the 67 war candidates may also discuss the developments in policy, armed forces and actions in Iraq, Syria, Jordan and Egypt. There may be reference to the policies and actions of the Soviet Union and USA, and, of course discussion of Israel's position and policies. There could be reference to the actions of Palestinian organisations. There may also be reference to the failure of UN attempts to negotiate. In relation to the 73 war, candidates may point to the consequences of the 67 War, humiliation and defeat, loss of territory, Palestinian refugees, the encouragement of the PLO, rearmament. They may also refer to the attitudes and actions of the USA and Soviet Union.</p>	[50]

Question Number	Answer	Max Mark
29	<p>How successful was Nasser in his domestic and foreign policies? Explain your answer.</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates need to discuss both domestic and foreign policies but there need not be balance. Success may be assessed against aims, outcomes and context. In relation for foreign policies candidates may well focus on Suez and the Six Day War, relations with the US and Soviet Union, relations with the Arab states and League (especially the attempt to set up a United Arab Republic with Syria), leadership of the Arab world, Yemen and attitude to Israel and the Palestinian. Judgements here may vary, but candidates are likely, for example, to see Suez as a success and the Six Day War as a failure. In relation to domestic policies candidates may discuss Nasser's style of rule, his economic policies (especially the Aswan Dam), social reforms. There may well be discussion of the Charter of National Action. Again judgement may be a mixed one with economic progress and reform until the early 1960s and increasing difficulties thereafter,</p>	[50]
30	<p>Assess the consequences of the First Gulf War of 1991. Explain your answer.</p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates may discuss the consequences in terms of immediate, short term and longer term effects and may consider the effects on Kuwait, Iraq, the Middle East in general and on the UN and the USA. The range of coverage is less important than the quality of the assessment. Candidates may discuss the level of losses amongst combatant states both human and material, the decision not to go beyond the UN mandate and the survival of Hussein, the failure of the Shia and Kurdish Revolts, the environmental impact of Hussein's attacks on the Kuwaiti oilfields, the liberation of Kuwait and restoration of its government, the establishment of no fly zones, the UN cease-fire resolution (687), the consequences for the UN, the longer term consequences may include discussion of the impact on the Arab-Israeli situation, US foreign policy, terrorism and 9/11 and the Second Gulf War.</p>	[50]
Paper Total		[100]

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