

**GCE**

**History A**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2014**

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

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

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
<b>BP</b>	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
<b>A</b>	Assert
<b>AN</b>	Analysis
<b>DET</b>	Description
<b>DEV</b>	Develop
<b>EXP</b>	Explains
<b>F</b>	Factor
<b>IRRL</b>	Irrelevance
<b>J</b>	Judgment
<b>LNK</b>	linked
<b>NAQ</b>	Not the question
<b>SC</b>	Simple comment
<b>X</b>	Error/wrong
<b>V</b>	View

**Subject-specific Marking Instructions**

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

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

Notes:

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

AOs	AO1a	AO1b
<b>Total mark for each question = 50</b>	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
<b>Level IA</b>	<ul style="list-style-type: none"> <li>• Uses a wide range of accurate, detailed and relevant evidence</li> <li>• Accurate and confident use of appropriate historical terminology</li> <li>• Answer is clearly structured and coherent; communicates accurately and legibly</li> </ul> <p style="text-align: center;"><b>21-24</b></p>	<ul style="list-style-type: none"> <li>• Clear and accurate understanding of key concepts relevant to analysis and to the topic</li> <li>• Clear and accurate understanding of the significance of issues in their historical context</li> <li>• Answer is consistently and relevantly analytical with developed and substantiated explanations, some of which may be unexpected</li> <li>• The argument evaluates a range of relevant factors and reaches clearly substantiated judgements about relative importance and/or links.</li> </ul> <p style="text-align: center;"><b>24-26</b></p>
<b>Level IB</b>	<ul style="list-style-type: none"> <li>• Uses accurate, detailed and relevant evidence</li> <li>• Accurate use of a range of appropriate historical terminology</li> <li>• Answer is clearly structured and mostly coherent; writes accurately and legibly</li> </ul> <p style="text-align: center;"><b>18-20</b></p>	<ul style="list-style-type: none"> <li>• Clear and accurate understanding of most key concepts relevant to analysis and to the topic</li> <li>• Answer is mostly consistently and relevantly analytical with mostly developed and substantiated explanations</li> <li>• Clear understanding of the significance of issues in their historical context.</li> <li>• Substantiated judgements about relative importance of and/or links between factors will be made but quality of explanation in support may not be consistently high.</li> </ul> <p style="text-align: center;"><b>22-23</b></p>

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

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

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

Question	Answer	Marks	Guidance
1	<p>'Napoleon remained in power only because he silenced opposition.' How far do you agree?</p> <p>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. Candidates are likely to discuss Napoleon's stifling of opposition, pointing to measures to censor the media, the arbitrary arrest and punishment of opponents (especially those believed to threaten his position directly - as in the punishments meted out after the bomb plot and the Cadoudal conspiracy, including the trial and execution of the Duc d'Enghien). They may also refer to the Constitutional arrangements that increasingly negated the possibility of free debate or criticism of the regime, the work of the Ministry of Police (use of spies and informers) and the exile of critics like Madame de Stael. However, candidates may well point to the other ways Napoleon won support for the regime: the protection of the interests of the notables (e.g. guaranteeing possession of the <i>biens nationaux</i>), the policy of <i>ralliement</i> to achieve as broad a base as possible in support of the regime, the other reforms under the Consulate, the constant attention to propaganda and the delivery of order at home.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
2	<p>'Divisions amongst his enemies were the main reason for Napoleon's military success in Europe to 1807.' How far do you agree?</p> <p>No specific answer is looked for. Candidates must deal with the given factor adequately even if they wish to argue that other factors were more important. In relation to the divisions amongst his enemies, candidates may discuss some of the following: the divisions between political and military leadership (e.g. at Austerlitz), the weaknesses of coalitions and alliances and the tensions between Britain, Austria, Russia and Prussia. Rather than 'divisions' candidates may suggest it was the weaknesses in enemies' military machines that was the problem: the size, membership and organisation of their armies and their strategies/tactics, the competence of their generals. They are also likely to discuss the strengths of the French army and Napoleon's position and generalship: the size, membership and organisation of the French army, the battlefield tactics and campaign strategies reflecting both the legacy of pre-Napoleonic reforms and Napoleon's developments, the competence of the officer corps, Napoleon's generalship, Napoleon's combination of political and military leadership and the resources of France. Candidates may well support their arguments by reference to Napoleon's Italian campaigns, the Marengo campaign, Ulm and Austerlitz, Jena and Auerstadt, and Eylau and Freidland.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
3	<p data-bbox="365 215 1518 279">'The consistent opposition of Britain was the main cause of Napoleon's downfall.' How far do you agree?</p> <p data-bbox="365 311 1518 686">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 British opposition, candidates may discuss the consistent and continual opposition of Britain from 1804, British naval supremacy and the use of Orders in Council, British diplomacy in organizing and subsidizing anti-Napoleon coalitions, British military action, especially in support of the Peninsular War and Wellington and Waterloo. Such discussion may be balanced against discussion of the impact of the Continental System, the growth of opposition to Napoleon in Europe, the draining nature of the Peninsular War and defeat in the Russian campaign (1812), the arguable decline of Napoleon's generalship and armies, the improvements in his opponents' armed forces and officer corps, the adaptation to Napoleonic tactics and the efforts of the Quadruple Alliance.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
4	<p>'Louis XVIII's reign must be considered a success.' How far do you agree?</p> <p>Candidates may assess success in relation to Louis XVIII's aims, the results of policies and/or the historical context. In relation to the question there may be discussion of the nature and impact of The Charter, the impact of the Hundred Days, the 'White Terror' and <i>Chambre Introuvable</i>, 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), the impact and influence of the Ultras. Candidates may argue that given the situation in 1814-15, Louis did remarkably well to hold on to power and pass it on his death without incident to Charles X. On the other hand, candidates may suggest that the promise of the early years where he appeared to work within the spirit of the Charter were undermined by the increasing influence of the Ultras after the murder of the Duc de Berry in 1820.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
5	<p>How far were Charles X's religious policies the main reason for the 1830 Revolution?</p> <p>Candidates will need to deal effectively with the given factor even if they wish to argue other factors were more important to score well. In relation to religious policies candidates may discuss the significance of the coronation at Rheims with the oil of Clovis, the Sacrilege Law, the revival of nunneries and readmission of Jesuits and the appointment of a catholic bishop as minister for education. They may link this to the anticlericalism associated with the Revolution and the popular attack on the Church in the press, the fears of liberals at the growth of clerical influence and the link between clericalism and Ultra influence. Candidates may argue that other factors were more important and certainly should consider other factors to produce a more multi-causal explanation. They may point to the influence of the Ultras, Charles X's personal responsibility for his own downfall (his world view, his lack of political acumen, his appointments and reactions to developments etc.), the growth of liberal opposition and rise of republicanism, the revolutionary tradition, renewed economic problems and the role of the Ordinances of St Cloud.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
6	<p>To what extent was Napoleon III's foreign policy a failure?</p> <p>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', the more general desire to achieve '<i>gloire</i>' and national greatness – the list of potential 'aims' illustrates an argument some candidates may use that Napoleon III's foreign policy lacked any consistency or clear direction which limited any success. Assessments may take into account the context in which Napoleon III operated, especially the suspicion of France and of 'Napoleonic' ambition, as well as the burgeoning power of Prussia. Candidates 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 any 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; they may also point to the Mexican debacle and the series of events that led to war with and defeat by Prussia. 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.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
7	<p>Assess the reasons why Americans moved to the West in the nineteenth century.</p> <p>Candidates need to identify and analyse reasons and evaluate their relative significance and/or linkages. Candidates may refer to push and pull factors in developing their argument. Among push factors, candidates may discuss the significance of economic problems, land prices, immigration and religious persecution. However, they are likely to stress the considerable pull factors attracting Americans westwards: the prospect of wealth and opportunity (from the fur trade, fertile land, gold and other trade opportunities), freedom, federal government acquisition of territory and encouragement of westward expansion, the opportunity for adventure and the idea of 'Manifest Destiny', the opening up of trails and transport developments (especially the railways), mining discoveries, the pacification of the Native Americans and the opportunities for farming. Candidates may argue that different forces were at work at different times and in different places.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
8	<p>Assess the reasons why the 1850 Compromise failed to resolve tensions between North and South in the 1850s.</p> <p>Candidates need to focus on the linkage between the 1850 Compromise and the reasons it failed to resolve tensions. In developing their argument candidates may discuss the context of the 1850 Compromise (especially the issues arising from the Mexican War and the revealed tensions between North and South, the Wilmot Proviso and the Calhoun Doctrine). They may discuss the central importance of the issue of the potential westward expansion of slavery and why this was so contentious. Candidates may discuss the nature of the 'Compromise' and how it was passed, discussing, for example, how far it was a real Compromise and how far its specific measures were voted on separately rather than as a package. They may suggest the Compromise did little more than paper over the cracks and that no fundamental issues were resolved, pointing to, for example, developments in the 1850s that shattered the Compromise and such as tension over the Fugitive Slave Law, the Kansas-Nebraska Act, Dred Scott, the rise of the Republican party.</p>	50	No set answer is looked for but candidates will need to address the question set.

Question	Answer	Marks	Guidance
9	<p>To what extent was Confederate weakness the main reason for the Union's victory in the Civil War?</p> <p>Candidates do need to discuss Confederate weakness effectively even if they wish to argue other factors were more important in order to score well. In relation to Confederate weakness, candidates may discuss: economic weaknesses, population, industrial production, transport, Davis' leadership, 'States' rights', the slave problem and the failure to win British support. Candidates should balance such discussion against other factors, the most obvious being the relative strengths of the Union: industrial, economic and manpower resources, military capacity, the political leadership of Lincoln, the generalship of Grant, Sherman, naval supremacy and 'Hard War' strategy. Candidates may well argue that whilst the Confederacy did have significant weaknesses and that these were to tell in the long run, that they alone cannot provide a sufficient explanation of Union victory. After all, in the early years of the war they arguably appeared to more than match the Union on the battlefield. They may well argue therefore that as long as Northern morale held in the end their superior resources would tell, especially given Lincoln's leadership and the determination of Grant as a military commander.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
10	<p>How far were problems in the Balkans the main reason for the First World War?</p> <p>Candidates need to discuss the given factor effectively even if they wish to argue that other factors were more significant. They should seek to draw the connections between events in the Balkans and the other causes of the First World War. They may focus on the nature of the 'Balkan Question' and the tensions created by ethnic nationalism and the strengthening of Serbia. Candidates may link this to the involvement of the great powers and the declining Ottoman Empire. They may point, in particular, to the interests of Austria-Hungary and Russia. Such concerns may be linked to the alliances and the growth in tension between the Great Powers for other reasons (German foreign policy, imperial rivalry, arms races, domestic tensions). Candidates may discuss the implications of events such the annexation of Bosnia (1908), the two Balkan wars (1912, 1913) and the assassination of the Archduke Ferdinand. They may well link Balkan issues to other causes through an examination of the development of the July Crisis after that Archduke's assassination.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
11	<p>'Military technology favoured defence.' How far was this the main reason for stalemate on the Western Front in the First World War?</p> <p>Candidates will need to discuss the given factor even if they wish to argue other factors were more significant. In relation to military technology, candidates may discuss the ways in which technology such as the machine gun, breech-loading rifles, artillery, barbed wire etc. led to defensive advantage (troops digging in to protect themselves, the difficulties for infantry and cavalry in attacking such entrenched positions etc.). Such discussion should be set in the context of other factors that contributed to the stalemate: the failure of the Schlieffen Plan, the 'Miracle on the Marne' and the subsequent 'race to the sea'; the role of railways allowing for the mass transportation of men and supplies to the frontlines; the ability of industrial powers to sustain mass casualties and armed forces; the abilities of generals and their struggles to find ways of developing effective strategies to fight offensive warfare. Candidates may also argue that military technological developments also enabled the stalemate to end once generals had developed the tactics and strategies to enable advance: calibration and rolling barrages, use of air power, focus on flexible infantry tactics, use of tanks etc.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
12	<p>To what extent was the failure of the League of Nations the main reason for the Second World War?</p> <p>Candidates need to consider the role of the League of Nations even if they wish to argue other factors were more important to score well. In relation to the League of Nations, Candidates may focus on the impact of the League's failure in the Manchurian and Abyssinian crises and discuss the encouragement those failures gave both to the aggressive powers like Germany, Japan and Italy and to the appeasement policies of Britain; after Abyssinia the League of Nations had lost credibility as a peacekeeping organisation. Candidates may well argue, however, that other factors were more significant in bringing about war both in Asia and Europe. They may point to the long term impacts of the peace treaties at the end of the First World War, the isolationism of the USA, the impact of the Great Depression on international relations, appeasement policies and the aggressive policies of Italy, Japan and Germany in bringing about war.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
13	<p>Assess the reasons why the Provisional Government was unable to survive in 1917.</p> <p>Candidates must consider the role of a range of reasons and the linkages between them to score well. Candidates may discuss some of the following areas of reasoning in developing their argument: the role of the weaknesses and policies of the Provisional Government (e.g. unelected, divided, war policy, land policy, failure to deal with the Bolsheviks or with Kornilov effectively); the continued impact of war – defeats, supplies, casualties, inflation, bread shortages, dislocation etc.; the role of the St Petersburg Soviet and ‘Dual Power’; the rise of Bolshevism and the roles of Lenin and Trotsky (and the discrediting of other ‘socialist’ parties like the SRs); the role of the ‘social revolution’ in 1917 and land seizures. Candidates may well argue that it was always going to be difficult for the Provisional Government to hold on to power, given the circumstances in Russia in 1917, but that key policy decisions and lack of effective power in St Petersburg left it severely weakened. They may also argue that it may have continued had it not been for the intervention of Lenin (from the ‘April Theses’ onwards) and the opportunism of the Bolsheviks.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
14	<p>How successfully did Lenin deal with the problems he faced in the period following the Bolshevik Revolution in 1917 to 1924?</p> <p>Success may be assessed against aims, results and historical context. The last is likely to be an important consideration in any successful answer. Candidates may identify a number of shorter and longer term problems facing the new Bolshevik regime such as: making the revolution secure; securing withdrawal from the First World War; establishing control; winning the Civil War; solving economic problems; dealing with divisions in the party and providing for a successor. Among relative successes candidates may point to the successful establishment of Bolshevik power in the new Soviet Union and victory in the Russian Civil War, though they may qualify this judgement given the cost for Russia and the 'terror' associated with it. They may also consider the terms of Russia's withdrawal from the First World War and its impact. They may also discuss the relative merits of economic policy and how far economic problems were overcome, discussing the relative merits of War Communism and the NEP (they may comment on how far the last was a betrayal of communist ideas). They may discuss the establishment of party discipline, quashing of internal opposition and the developing power struggle as Lenin neared death.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
15	<p>Assess the impact of Stalin's economic policies in the 1930s .</p> <p>In developing their arguments candidates may deal with economic and social impacts; they may choose to consider positive and negative impacts as a way of organizing their answers. In relation economic impacts and positives candidates may well focus on the evidence of economic advance during the 1930s, but in contrast may stress the 'price' paid by the Russian people for any economic benefit. Candidates may discuss the impact of collectivization and the Five Year Plans. In relation to the Five Year Plans candidates may discuss the differences between targets, propaganda claims and achievements, but may well still argue that results in terms of production were impressive. They may also suggest the second Five Year Plan learnt some lessons from the mistakes of the first (more reasonable targets and concern for infrastructure). Candidates may also argue that the social impact was costly with highly controlled and disciplined workers and decline in living standards (at least in the early 1930s). In relation to agriculture, candidates may argue that the forced collectivization produced some ideological benefit insofar as farms were collectivized into Sovkhoz and Kolkhoz, but had a disastrous impact, at least in the short term, on agricultural production and led to famine in the countryside. They may also stress the social costs of the policy as the Kulaks were eliminated. They may argue overall that the policies enjoyed mixed economic success, but were a social disaster.</p>	50	No set answer is looked for but candidates will need to answer the question.
16	<p>To what extent was the rise of socialism the main threat to the stability of parliamentary government in Italy from 1896 to 1914?</p> <p>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 socialism, candidates may point to its growth over the period (25% of votes in 1913) and link this to unrest - the strikes, protests and violence that marks this period of Italian history from the violence of 1896 through to 'Red Week' in 1914. However, candidates may well argue that the threat from socialism may be exaggerated as the left were divided – anarchists, syndicalists, communists – and moderate leaders wanted reform rather than revolution. Candidates may set the threat from socialism in the context of other problems threatening the stability of parliamentary government – the hostility of the Catholic Church (but the opposition of the Catholic Church became more muted as the threat</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
	from socialism appeared to rise – e.g. Pope Pius X relaxed the boycott of elections in 1904); a resurgent militant nationalism/irredentism provoked by ‘incomplete’ unification and colonial failures; the weak party system and the necessity of <i>traformismo</i> for governments to maintain support; the North: South divide, illiteracy, emigration and weak economy.		

Question	Answer	Marks	Guidance
17	<p>Assess the reasons why Mussolini was able to gain power in 1922.</p> <p>Candidates must deal with a range of reasons and assess their relative significance and/or linkages in order to score well. Among the factors they may discuss are: Mussolini's leadership and qualities; the impact of the First World War; the inadequacies of liberal governments; threat of socialism; nationalism; economic problems; attitude of Catholic Church; role of monarchy and leading politicians. In relation to Mussolini's role, they may point to his leadership of the Fascist party, his ability to sense the Italian mood, his skills as a propagandist and orator, his playing on the fear of socialism, his opportunism as significant. In relation to the growth of socialism, candidates may discuss its electoral profile and the <i>biennio rosso</i> and the fears aroused amongst the middle and upper classes, the Church and the establishment by the 'red menace'. They may also consider the impact of unemployment, inflation, post-war economic restructuring, problems in the countryside and the north-south divide; the apparent failure of the liberal governments of Nitti and Giolitti to deal with the problems facing Italy effectively; the other weaknesses of the liberal governments (for example, the failure to gain a creditable peace settlement, the failure of <i>trasformismo</i>); the legacy of nationalism; the attitude of the King and the establishment and the fateful decisions of 1922.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
18	<p>'After 1922 and throughout the rest of the 1920s, Mussolini was largely successful in all areas of policy.' How far do you agree?</p> <p>Candidates will need to identify and analyse a range of policies adopted in the 1920s and assess their success; they may consider policies related to consolidation of power, social and economic policies, and foreign policy. Candidates should stick only to the 1920s. 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 <i>Balilla</i> and the 'Little Italian Girls'; the <i>Dopolovaro</i>; Corporativism and its slow implementation; the Battle for grain; the Battle for births; the Battle for the lira; the electrification of railways and the building of <i>autostrade</i>.</p> <p>Candidates may well point to some (superficial?) success 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 qualified by reference to the context of economic recovery that had begun before Mussolini came to power, 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 (e.g. wheat). Candidates may refer to the Corfu Incident, the acquisition of Fiume and the Locarno Treaties as evidence of some limited success, but that attempts to assert Italy's pre-eminence in the Mediterranean failed. In discussing Mussolini's consolidation of power after 1922, candidates may refer to some of the following: the Acerbo Law, the Aventine Secession, the abolition of the party system, the restrictions on the power of the monarchy, rule by decree, the fusion of state and party under the Duce. They may also refer to censorship, propaganda and other aspects of a police state (such as OVRA). To balance this they may also discuss the extent of Mussolini's control of the party, the continued existence of the monarchy, the need to come to agreement with the Church (Concordat) and the inefficiency of the Fascist state.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
19	<p>How successfully did the Nationalists establish their power in China in the 1920s and 30s?</p> <p>Candidates need to identify and assess a range of areas. Success may be assessed in terms, for example, of aims, outcomes and the historical context. Candidates may discuss some of the following aspects: the establishment of a Nationalist state symbolised by capital at Nanking (but the varied extent of the authority of the Nationalists in areas away from key centres); failure to deal with the communists; the defeat of the warlords; the lack of democracy and corruption. Candidates may also consider the Nationalists' failure to deliver on promised policies; poor performance in the war with Japan; the limited degree of economic progress (industry, transport) and limited social reform (education, New Life Movement, women). However, the Nationalists never enjoyed full control of China – and success or failure should be seen in relation to the chaos of the warlord years.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
20	<p>'The strengths of the Communists were the main reason for Jiang Jieshi's failure to crush them.' How far do you agree?</p> <p>Candidates need to discuss the strengths of the Communists even if they wish to argue other factors were more important. In relation to the Communists, candidates may discuss: leaders like Mao, the attraction of the Maoist interpretation of Marxism, the active aid to and support from peasants, the skills of the Red army and its development of guerrilla tactics, the significance of the Long March and the honing of ideas in Yenan, the distinguished role in the war against Japan and so on. Candidates may also refer to the united front with Sun Yat-sen's nationalists after the 4 May Movement during which time the party began to grow, the impact of the White Terror of 1927, the retreat to the countryside and the Chungkang Mountains. They may also discuss the failings of the Nationalists under Jiang Jieshi, the distraction of the warlords, corruption, failure to win over the workers and peasants (lack of support in the countryside), the loss of middle class support and poor performance in the war against the Japanese. They may also discuss the fact that the Nationalists were also forced to accept communist help in the fight against the Japanese.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
21	<p>'From the Hundred Flowers Campaign (1957) to his death (1976), Mao's only concern was to hold onto power.' How far do you agree?</p> <p>Candidates need to consider the given factor even if they wish to argue that other motives were more significant. Candidates may focus their discussion on the Hundred Flowers Campaign, the Great Leap forward and the Cultural Revolution. They may well argue that in relation to the Hundred Flowers Campaign (or at least its impact) and the Cultural Revolution Mao's main motivation may have been to hold on to power. In relation to the Hundred Flowers Campaign, whatever the original motivation for it, candidates may point to the fierce repression following it and the anti-rightist backlash that saw the forced 'confessions' and 're-education' of critics of the regime. In relation to the Cultural Revolution, candidates may argue that Mao's key aim was to reassert his authority over the Communist Party and China and reverse the trend to the 'right' and the 'capitalist road' that had occurred after the Great Leap Forward. They may also point to the development of the Mao personality cult. On the other hand, candidates may also point to other motivations and suggest that the Hundred Flowers Campaign was a genuine move to liberalise the regime, that the motive behind the Great Leap Forward (however misguided) was one to move China forward, and that the motivation behind the Cultural Revolution was to 'revolutionise' the population, especially the youth to ensure a 'Socialist road' and the peasant character of China's communist revolution.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
22	<p>How successfully did Weimar governments deal with the political problems they faced in the 1920s?</p> <p>Candidates will need to identify a number of problems and assess the way Weimar governments attempted to deal with them. Success may be assessed in terms of how far problems were resolved in the short or longer term or in terms of the scale/tractability of the problem. Candidates may consider some of the following: the Treaty of Versailles and its impact; political opposition and threats to the Weimar Republic; attempts to establish stable governments; problems of international relations. Candidates may argue that, given the economic, social and political context of the immediate post-war period, Weimar governments were in many cases successful in at least reducing the problems they faced, pointing to, for example, the survival of democracy despite revolts and coup attempts from left and right, the relative lack of violent political unrest after 1923, the relative stability of government after the mid 1920s, the securing of the Dawes and Young Plans, international successes, such as the Locarno Treaties and admission to the League of Nations. However, they may also argue that the problems were still there: political extremism was reduced but not eliminated; there were significant political parties on both the left and the right that wanted to overthrow democracy, there was generally insufficient commitment to democracy and the Weimar Republic; the constitution was flawed; ultimately political success depended on economic success and economic recovery was fragile. They may point out that the fragility of the Republic and the 'solutions' to problems were rapidly exposed after the Wall Street Crash in 1929.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
23	<p>How effective was Hitler's government in overcoming the economic problems it faced in the 1930s?</p> <p>Effectiveness may be assessed in relation to short and longer term results and /or the depth/significance of the problems. Candidates may well start by explaining the economic problems facing Germany in 1933, including unemployment, deflation, collapse in trade and bank failures. Candidates may discuss some of the following in assessing effectiveness: the Nazis employment record (headline figures, employment schemes, exclusions, public works etc.), the 'Four Year' and 'New' Plans, 'mefisto' bills, agricultural policy (including suspension of peasant debts, Hereditary Farm Law), <i>autarky</i>, trade agreements, 'guns v. butter', Nazi policy towards small and big business, Schacht and Goering. Candidates may point to the flaws in unemployment figures (excluding women and Jews), the levels of real wages, the balance of payments deficits, the 'chaotic' nature of the economy, the distortions caused by the preparations for war, the discontinuity between the policies of Schacht and Goering. However, others may point to the increases in production, the recovery compared to the years of depression, public works schemes, the production for war.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
24	<p>To what extent was economic success the main reason for political stability in West Germany in the 1950s?</p> <p>Candidates need to deal with the given factor even if they wish to argue other factors were more important. In relation to the economy candidates are likely to point to the work of Erhard, the social market economy, the Marshall Plan, cheap labour, good industrial relations, the survival of much of Germany's industrial base after the war. They may point to the fall in unemployment and the average growth rate of 8%, and improving living standards. Candidates need to balance such discussion against other factors such as foreign policy and the international situation, the domestic political situation and the role of Adenauer. In relation to politics, candidates may refer to Adenauer's political talents, 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 and the international situation, candidates may point to: acceptance of West Germany in Europe; the recognition given to the FRG after 1955 and the end of the 'occupation'; Britain's support for Germany's entry to NATO and hence the creation of her own army; West Germany membership of the OEEC, the ECSC and then the EEC.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
25	<p>Assess the Soviet Union's motives for establishing control over Eastern Europe from 1945 to 1948.</p> <p>Candidates should identify and evaluate motives in developing their argument. Candidates are likely, to emphasise the post Second World War context of the development of Soviet control. Security for the USSR would be best guaranteed by governments sympathetic to the Soviet Union and the Red Army had laid the basis and justification for Soviet influence through its liberation of Eastern Europe from Nazi rule. There was also the fear of the West and the ideological conflict between Communist Soviet Union and the Capitalist West. The USA and Britain were concerned to contain the spread of communism (hence the Truman Doctrine and the Marshall Plan) and this led credence to Soviet fears. There was also the positive desire to ensure the spread of communism, both from an ideological perspective and from the motive of security – a Soviet Union buffered against the West by friendly states. Candidates in assessing motives, may refer to some of the following events and developments: Yalta and Potsdam Conferences, the division of Germany, events in Poland, Hungary, Romania and Czechoslovakia. They may well argue that the overriding motive behind Soviet policy was one of security in the context of the previous two World Wars and the perceived threat from the USA and the West.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
26	<p>How far did relations between East and West change during the Cold War from 1948 to the 1980s?</p> <p>This question seeks to elicit responses that can provide an overview of the period and discuss the changes and developments that occurred from 1948 to the 1980s. Candidates may draw on their knowledge and understanding of issues such as: the consequences of the Berlin Blockade, NATO, the creation of East and West Germany, Stalin's death and 'peaceful coexistence', Hungary, the Berlin Wall, Détente, the Prague Spring, Brandt's <i>Ostpolitik</i>, the Helsinki Agreement, the 'New Cold War', and Gorbachev and <i>glasnost</i>. Candidates may argue that there is no clear pattern of improved relations and that relations were very poor both for most of the 1950s and early 60s and in the early 1980s and that the improvement in relations during the later 1960s was relative rather than decisive, despite Brandt's <i>Ostpolitik</i> and the Helsinki Agreement. They may argue that in the early 1980s the Cold War intensified until the premiership of Gorbachev and the subsequent collapse of Soviet power.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
27	<p>Assess the consequences for Eastern Europe in the 1990s of the collapse of Soviet power.</p> <p>Candidates should deal with a range of consequences and assess their relative significance and/or links to score well. Candidates may look broadly at economic and political consequences and may draw examples from a range of different East European states. Candidates may well refer to events in Germany and the eventual reunification of Germany. Candidates may argue that political chaos was an immediate and short-term consequence of the Soviet Union's political collapse along with the collapse of the Soviet economic system. In Eastern Europe new democratic structures had to be created and societies needed to adjust to multi-party democratic systems whilst coping with the economic problems of adjustment to capitalism and nationalist pressures. Some may argue economic problems pre-dated Soviet collapse, but certainly unemployment and dislocated trade were features in many states. Candidates may argue that in the longer term there were other consequences as Soviet control was released associated with nationalism (in the break up of Czechoslovakia, for example). Candidates may also argue that many states, such as the Czech Republic, have adjusted economically relatively rapidly and living standards have risen. They may also point to the resilience and reinvention the communist parties in the new states and in some states the establishment of authoritarian and nationalist regimes. Elsewhere they may point to the closer links and economic and political cooperation with the West (e.g. requests to join NATO and the EU from the Czech and Slovak republics, Hungary and Poland).</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
28	<p>How successful was Nasser's leadership both at home and abroad?</p> <p>Success may be assessed in terms of aims, outcomes and/or historical context. Candidates may discuss 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 (successful) support of the Yemeni rebels as evidence of this. Further evidence of his 'success' could be 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 and its failure. In relation to domestic success, candidates may refer to Nasser's economic and social reforms. the Aswan Dam and his handling of the Suez Crisis, his relations with America and the Soviet Union Candidates may argue that Nasser enjoyed considerable success both at home and abroad, raising the prestige of Egypt and Arab states more generally, and bringing beneficial reforms at home. They may argue that the Six Day War was a disaster for Nasser and Egypt, but that he remained well-respected and was greatly mourned when he died in 1970.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
29	<p>Assess the consequences of the Six Day War.</p> <p>Candidates will need to consider a range of consequences and discuss their impact/significance to score well. Candidates may differentiate between shorter and longer term impacts. They may discuss the immediate territorial consequences and the decision of Israel to retain control of Sinai, the Golan Heights and the West Bank; the impact on Arab states, notably Egypt, Syria and Jordan whose military weaknesses had been exposed and whose air forces had been destroyed and whose reputations had been harmed; the impact on the Palestinian Arabs and the emergence of the PLO; the increase in terrorist actions against Israel. Candidates may refer to the strengthening of Israeli frontiers and their renewed confidence; to the desire to reverse the decision of 1967 in Arab States; the Yom Kippur War of 1973; the increased involvement of outside powers seeking a peaceful resolution to the territorial issues and the claims of the Palestinians. In the long term the consequence of Israeli occupation of the West Bank and Gaza has remained a contentious issue that lies at the heart of any solution to the relations between Israel, her Arab neighbours and the Palestinian Arabs.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
30	<p>Assess the reasons why Western powers intervened in Iraq from 1991 to 2003.</p> <p>Candidates should discuss a range of reasons and assess their relative significance and/or linkages to score well. They may deal with the interventions of 1991 and 2003 separately or seek to draw out common themes. Candidates may focus in on the significance of oil in western thinking, referring to the widespread contemporary view that this was a key motive for action and may support this with discussion of the centrality of western dependence on Middle East oil supplies for the sustenance of their economies. They may point to not only the oil reserves of Kuwait and in Iraq/Iran but also their proximity to the reserves in other Arab states, notably Saudi Arabia. Candidates may also discuss reasons such as the desire for regime change (especially in relation to 2003); the threat Saddam Hussein posed both to Israel and to the stability of the Middle East more generally; the persecution of his own people (e.g. the Kurds and the Marsh Arabs (hence the imposition of no-fly zones); the development of Scud Missiles and the fears about WMD; The alleged links between the Iraqi regime and militant Islamic terrorism and Al Qaida (and the mentality of the 'war on terror' after 9/11). They may also discuss more specific issues relevant to 1991 and 2003 such as the naked aggression against Kuwait, the refusal of the Iraqi regime to cooperate with UN weapons inspections.</p>	50	No set answer is looked for but candidates will need to answer the question.

**APPENDIX 1**

**APPENDIX 2**

Use this space if you have extensive subject specific information that is inappropriate to include in section 10 page 3.

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