

History A

Advanced Subsidiary GCE

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

Mark Scheme for January 2013

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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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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.

	AO1a	AO1b
IA	21–24	24–26
IB	18–20	22–23
II	16–17	19–21
III	14–15	16–18
IV	12–13	13–15
V	9–11	11–12
VI	4–8	6–10
VII	0–3	0–5

Notes:

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

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

AOs	AO1a	AO1b
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>

AOs	AO1a	AO1b
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 also • Some accurate use of relevant historical terminology but often inaccurate/inappropriate use • Often unclear and disorganised sections; writing will often be clear if basic but there may be some illegibility and weak prose where the sense is not clear or obvious. <p style="text-align: center;">9–11</p>	<ul style="list-style-type: none"> • General and sometimes inaccurate understanding of key concepts relevant to analysis and of concepts relevant to the topic • General or weak understanding of the significance of most relevant issues in their historical context • Attempts at analysis will be weak or generalised, based on plausible but unsubstantiated points or points with very general or inappropriate substantiation OR there may be a relevant but patchy description of events/developments coupled with judgements that are no more than assertions • There will be some understanding of the question but answers may focus on the topic not address the focus of the question. <p style="text-align: center;">11–12</p>
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	Answer	Marks	Guidance
1	<p>Candidates will need to identify, explain and assess a range of reasons. However, in order to reach the higher levels candidates will need to consider the named factor, even if they conclude that it was not the most important reason. Candidates may support the view and argue that much of the explanation lies in the talents and opportunism of Napoleon himself, pointing to his rise as an officer and general during the 1790s, from the siege of Toulon in 1793, through his Italian campaigns in 1796–7 and his efforts in Egypt in 1798. They may also point to his taking advantage of opportunities as they arose, including his relationship with Barras and marriage to Josephine de Beauharnais. Many will seek to place such factors in the context of the developments of the revolutionary years, particularly the increasing importance of military victory to the stability of the revolution, the significance of Napoleon's victory and peacemaking in Italy, and the weaknesses and increasing reliance on the army of the Directory. There may be some concentration on the developments of 1799 and the actions of individuals like Sieyes and Lucien Bonaparte before and during the coup of Brumaire.</p>	50	No set answer is looked for but candidates will need to answer the question.
2	<p>Candidates will be familiar with this claim. In assessing the claim of genius, candidates may discuss Napoleon's capacities as a military strategist, campaigner, battlefield general as well as his ability to motivate men, organize his armies and appoint able commanders. In doing so they may refer to specific campaigns (in Italy, Marengo, Ulm, Austerlitz, Friedland, Wagram). In assessing the role of Napoleon's military talents they may set his qualities against other factors, such as: his position as both ruler of France and Commander-in-chief after he became first Consul; the developments in the French army during the French Revolution as a mass army with revised organisation and battle formations (such as the mixed order, re-modelled artillery); the comparative weaknesses of his opponents both in terms of their armies and generals and the failings of the second and third coalitions.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
3	<p>The question focuses on the changes wrought by Napoleon's rule over much of Europe. There are a wide variety of issues that candidates might discuss, but it is not expected that they will consider all the issues, what matters is the quality of analysis. Candidates may consider the impact of French ideas and suggest that it varied from place to place and from time to time. They may argue that much of Napoleonic rule was pragmatic, and that although French ideas of government, principle and law were introduced in many areas it is difficult to discern a consistent pattern. Candidates may argue that much depended on nearness to France, the length of French influence and control, the attitudes of the local population, the differing status of conquered or occupied areas (absorbed within 'France' or satellite states or allies), and the exigencies of the particular time. There may be discussion of the impact of the Code Napoléon, the degree to which feudalism was abolished, attitude to the Church, the nobility and middle classes, and so on. Many may argue that whilst French ideas were exported, the degree of implementation would depend on local circumstances, the extent of French control, and the needs of France (and the Emperor!). There may be consideration of the military impact, in terms of land conquered, the levying of troops from the conquered states and taxation. Some may focus on the economic impact, particularly of the Continental System, and the preference given to French industry.</p>	50	No set answer is looked for but candidates will need to answer the question.
4	<p>Candidates will need to evaluate the significance of the given factor even if they wish to argue other factors were more significant. In relation to the given factor, candidates may argue that economic problems from 1826 onwards provided a background of popular discontent and it was the workers, unemployed and students of Paris that threw up the barricades in the 'Three Glorious Days' of July and who, with the disbanded National Guard, fought the army. However, candidates may well argue that it was a combination of other factors that were of greater significance in the overthrow of the monarchy. For example, some may refer to long term (such as the revolutionary heritage), short term (such as Charles X's policies towards religion) and immediate causes (such as the Ordinances of St Cloud). Candidates may also discuss reasons such as the legacy of the revolutionary and Napoleonic era, the Charter and the attitudes of Charles X, Ultras and liberals towards it, liberal propaganda, the range and nature of Charles X's political and religious policies and his appointments.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
5	<p>Success may be assessed by reference to aims, outcomes and context. In assessing Louis Philippe's foreign policy, candidates may discuss some of the following: the Belgian question, events in Poland and Italy, the Mehmet Ali crisis, Tahiti and the Spanish marriage. Candidates may seek to compare the general approach of Louis Philippe (avoid war, cooperate with Britain) with the clamour in the French press for glory and a more active foreign policy. By the former the foreign policy may be judged a success, by the latter a failure ('France is bored'). Candidates may see failure also in the role apparently weak foreign policy had in undermining support for the Orleanist monarchy and contributing to the Revolution in 1848. Candidates may also point to the 'missed opportunity' of the Belgian issue and the humiliation of the outcome of the Mehmet Ali Crisis.</p>	50	No set answer is looked for but candidates will need to answer the question.
6	<p>Candidates will need to identify and analyse a range of reasons and evaluate their relative significance and/or linkages. Candidates may argue that there are longer term and shorter term reasons why Napoleon rose to power. They may point to the longer term development of Bonapartism, Louis Napoleon's failed expeditions of 1836 and 1840, the publication of the <i>Extinction of Pauperism</i> (1844), the association with Napoleon and the revival of the Napoleonic legend (return of body, and completion of the Arc de Triomphe) under Louis Philippe. In the shorter term they may point to the developments after the February Revolution in 1848: the growth of reaction, the tension between the Parisian/left wing revolution and the provinces reflected in the elections to the Constituent Assembly; the June Days, its repression and its legacy of bitter division; the weaknesses of the constitution (especially with regard to the roles of President and Assembly) Louis Napoleon's appeal to all classes (peasants, workers, businessmen, monarchists and ultramontane Catholics), Louis Napoleon's alliance with conservative forces, problems in Paris, the election of November 1848, the Bonapartists' efficient organization; the misjudgement of politicians who believed Louis Napoleon could be managed; changes to the franchise; the carefully managed coup of December 1851 and the plebiscite of 1852. Candidates may stress that Louis Napoleon's greatest asset was his name.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
7	<p>Candidates need to address the given factor adequately even if they wish to argue that other factors were more important. In relation to railways, candidates may argue that railways were both a symptom and a cause of the opening up of the west. The desire to build transcontinental railways came as a result of the pioneers, settlers, miners and cattlemen who had already gone west. However, there is no doubt that the building of railways acted as a huge stimulus to westward expansion and settlement. Candidates may point to the symbiotic relationship with cattle drives and ranches, and the ease of communication it brought, as well as the huge investment and sales of land. As indicated, candidates may well explore the linkages with other factors: the significance of the cattle drives from the south (Texas) to railheads such as Abilene, Dodge City and Miles City to enable cattle to be transported on to the populous north east in the 1860s. Such discussion needs to be balanced against discussion of other factors in opening up the West, such as the role of fur-trappers and pioneers (such as those that followed the 'Oregon Trail'), the stimulus given by Federal-sponsored explorers such as Lewis and Clark, by expeditionary forces such as Fremont's, the discoveries of gold and silver that led to various rushes, deals with and destruction of Native Americans, Federal encouragement such as the Lan Purchases, Homestead Act, the desire for religious freedom (the Mormons of Utah) and so on.</p>	50	No set answer is looked for but candidates will need to answer the question.
8	<p>Candidates will need to evaluate the significance of a range of reasons and their linkages to score well. Candidates may well focus on the 'advantages' the South enjoyed at the start of the war and the relative failings of the North to explain the length of the war. In relation to the South, candidates may discuss the strategic and geographical position – the South were defending their homeland and the North would have to defeat them, the abilities and successes of Confederate generals such as Lee and Jackson, the confidence of the southern soldier (at least at the start of the war) based on his assumption that an agricultural background was better preparation for war than soft city living, the victories of the South in the Virginia theatre between 1861 and 1863 and so on. They may compare these aspects to the time it took the North to harness their resource advantages effectively, to the weaknesses of northern generals like McClellan and Burnside, Lincoln's constant changes in commander-in-chief , the strategic need to bring the South to defeat by invasion, destruction and breaking of morale and so on.</p>	50	No set answer is looked for but candidates will need to address the question set.

Question	Answer	Marks	Guidance
9	<p>Candidates may choose to agree or disagree with the proposition. There are a range of issues that candidates might consider in drawing comparisons; this might include the personal qualities, reputation, leadership and strategic thinking at different levels, including Grand strategy, campaign strategy and battlefield command, their relationship with political masters, their use of resources, impact on morale, quality of opposition and the quality of their subordinates. In making their analysis candidates may draw on their knowledge of specific campaigns and battles. Those who agree with the proposition may argue that this certainly appeared to be the case at the start of the war and point to the appointment of Lee and Jackson by Davis and contrast that with the choices of McClellan and Burnside by Lincoln. In considering the leadership of Lee candidates might mention the Seven day campaign, Second Manassas, Antietam, Fredericksburg, Chancellorsville, Gettysburg, Wilderness campaign and Petersburg. These appointments may be linked to the early stages and outcome of the war, with some suggesting that Lincoln's constant changing of commander-in-chief was a reflection of this. They may also argue that it was only the superiority of resources that allowed the north to overcome the south and that southern leaders were better throughout the war. However, others might argue that with the appointment of Grant counters the view the south had better leaders and examine his strategy in the latter years to support their argument. In considering Grant, candidates might mention Fort Donelson, Shiloh, Vicksburg, Lookout Mountain, Missionary ridge, Wilderness Campaign, Petersburg and Atlanta.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
10	<p>Candidates will need to identify and analyse a range of reasons and evaluate their relative significance. War Plans are specifically mentioned in the specification and in order to reach the higher levels candidates will need to consider their importance, even if they conclude they were not the most important reason. Candidates may discuss the relative strengths and weaknesses of the Schlieffen Plan both in conception and as it operated under Moltke. There may be reference to Plan 17. There may also be consideration of the French Plan, Plan B and the associated tactics. They may point to the role of the Belgians, the BEF, the 'Miracle on the Marne' and the subsequent 'race to the sea'. They may also point to the relatively rapid mobilisation of the Russians and the impact of their offensives in the East. Candidates may also point to the issues of technology that affected the initial course of the war, pointing to the exposure of cavalry and infantry in attacking strong positions, the impact of disciplined rifle and artillery fire, the difficulties of supply for a rapidly advancing army, the 'digging in' of defending forces and so forth. Candidates may also argue that no side had a decisive advantage in numbers, tactics or strategy.</p>	50	No set answer is looked for but candidates will need to answer the question.
11	<p>Candidates may discuss the role of the League of Nations and Conference of Ambassadors in some of the following disputes: Poland-Lithuania dispute, Aaland Islands, Corfu, Greece- Bulgaria dispute, Iraq-Turkey dispute. Candidates may argue that the League was successful in many of these but qualify this by recognizing their minor nature; they may also suggest that the limitations of the diplomatic success were demonstrated in particular by the Corfu Incident when a great power was involved. Candidates may point to the role of international treaties (such as the Locarno and Kellogg-Briand treaties) as evidence of how diplomacy was effective in creating international peace. However, candidates may qualify their assessment of the degree of success by arguing that success can be exaggerated because of post-war desire for peace and the economic problems resulting for the First World War limiting the ambitions of potentially aggressive powers. Candidates may, for example, argue that those states who may have wanted to reverse the peace treaties (such as Germany) were too weak to do so, or were (like Turkey) able to do so because their opponents lacked the will to resist.</p>		No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
12	<p>Candidates should discuss a number of reasons and assess their relative significance and/or the linkages between them. In order to reach the higher levels candidates must consider the importance of the named factor, even if they conclude that it was not the most important reason. In considering the role of nationalism candidates may well focus on the ambitions of Japan in China and South East Asia more generally. They may point to the aggressive foreign policy pursued partly as a consequence of the Depression and the growth of nationalism. Some may argue that a feeling of racial superiority over China influenced some of the actions, whilst others might consider Japanese views of superiority over the USA. Some may distinguish between different types of nationalism, for example political, cultural and racial and economic. The corollary of Japanese purpose and relative strength is the relative weakness of those who could resist – the internal problems of China, the relative difficulties of the imperial powers of Britain (and France), the weakness of the League of Nations and the isolationism of the USA; Japan could find common cause with the aggressive powers of Europe. This may be linked to the influence of the army and the relative weakness of the government. There may be discussion of Manchuria, the outbreak of the Sino-Japanese war, alliance with Germany and Italy, the co-prosperity sphere and the decision to attack Pearl Harbour.</p>	50	No set answer is looked for but candidates will need to answer the question.
13	<p>Candidates will need to deal with the given factor even if they wish to argue other factors were more important. In relation to economic problems, candidates may point to the longer term systemic problems in the Russian economy (particularly in relation to land shortages, the position of serfs and so rural unrest and opposition) as well as the difficulties created in towns and cities through rapid industrialization (poor conditions, long hours, low wages). In addition, candidates may point to particular crises, such as the economic problems before the 1905 Revolution and the issues surrounding the strikes in 1912. In balance, candidates may discuss the longer term context of opposition to the Tsars, and the developments in political opposition through the Zemstvos and in the development of Russian Social Democracy, the Socialist Revolutionaries and the Union of Liberation Party. They may also point to the humiliation of defeat in the Russo-Japanese War, disillusion with Tsarism, the desire for liberal reforms, the problem of nationalities and the outbreak of the 1905 Revolution.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
14	Candidates must deal with a range of factors and explore their relative significance and linkages between them to score well. The focus of the question is on 1917 and specifically reasons for the (second) revolution in November. Candidates may put the blame squarely on the inadequacies of the Provisional Government after the overthrow of the Tsar: candidates may refer to the circumstances of its creation, its legitimacy and relationship with the Petrograd Soviet, its policies towards the war, the land question, the economy and its ability to deal with opposition. Candidates may also suggest the failure of the Kerensky offensive, failure to deal with the severe economic problems created by the war, the impact of Kornilov's attempted coup and the failure to deal with the land question were critical in undermining support for the Provisional Government. They may also point out that the Provisional Government failed to deal effectively with the Bolsheviks. Certainly we can expect discussion of the exploitation of unrest by the Bolsheviks and the effectiveness of their propaganda and organisation after the return of Lenin, and the roles of Lenin and Trotsky in orchestrating the coup in November.	50	No set answer is looked for but candidates will need to answer the question.
15	Candidates should discuss a number of reasons and assess their relative significance and/or the linkages between them. Candidates may discuss both Stalin's rise and the consolidation of his power and may extend treatment into the 1930s. In relation to his rise candidates may discuss Stalin's position in the Communist Party and the use he made of his influence and power there, his opportunism, his exploitation of the personal and ideological differences amongst rival candidates for power, his willingness to shift position to gain advantage and so forth. Candidates may also discuss the lack of a clear line of succession on Lenin's death and the suppression of his last testament, and the mistakes of Trotsky and other possible rivals. Candidates may also discuss the ruthlessness with which Stalin dealt with opposition, the significance of the security services and show trials, propaganda, his command of the party machine and so on.	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
16	Consequences can be discussed in a variety of ways: candidates may choose, for instance, to examine consequences in terms of casualties, morale, territorial gains (or absence of them), economic and social problems, rise of extremism, impact on liberal politics and so forth. Candidates may refer to some of the following: the progress of the war (especially the reverses in 1917, Caporetto) and the 680000 dead; problems of mobilization (over 5 million) and demobilization, morale, socialist 'pacifism'; economic dislocation, inflation (250% 1914–18), lack of raw materials, budget deficits (expenditure three times income); the 'mutilated victory'; D'Annunzio, extreme nationalism and Fiume; total economic breakdown, strikes and violence, growth of the 'red menace'; weak liberal government; 1919 general election and the rise of fascism.	50	No set answer is looked for but candidates will need to answer the question.
17	In discussing effectiveness candidates may seek to discuss different policies and approaches in terms of how far Mussolini was in control of Italy, and of how much genuine popular support he enjoyed. Candidates should discuss the extent and nature of Mussolini's dictatorship. Candidates may refer to some of the following in developing their argument: 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), the inefficiency of the Fascist state.	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
18	<p>Success may be assessed by reference to aims, outcomes and context. Candidates may argue that Mussolini's foreign policy had no clear aims or direction until the mid 1930s beyond some grand aim of restoring Italian prestige. Discussion in relation to the 1920s may refer to the Corfu Incident, the acquisition of Fiume and the Locarno Treaties as evidence of some limited success. Candidates may argue that in the 1930s Mussolini's foreign policy became more assertive and defined, looking for concessions from Britain and France, supporting Austrian independence, and a drive for Empire (Albania, Abyssinia). The Abyssinian crisis may be viewed as a turning point – 'success' was qualified by the costs and the loss of British and French friendship. After 1935, increased cooperation (e.g. over involvement in the Spanish Civil War) and alliance with Germany undermined Italy's international prestige and led Italy into a war for which it was unprepared and in which it was defeated. Candidates may argue therefore that whilst there were victories and successes, these came at great cost and in the end served to undermine Mussolini's reputation.</p>	50	No set answer is looked for but candidates will need to answer the question.
19	<p>Candidates will need to discuss the given factor even if they wish to argue that other factors were more significant. In relation to the given factor, candidates may argue that Sun Yat-sen was poorly prepared for the revolution of 1911 and that he and the Nationalists (the Guomindang party was only formed in 1912) were naïve in expecting Yuan Shikai to establish a democratic republic once Sun Yat-sen gave way on the presidency. Candidates may also point out that Sun Yat-sen and the GMD had limited support across China – the GMD was essentially a regional party – and that in 1913 Sun Yat-sen fled to Japan. On balance, they might argue then that Sun Yat-sen reorganised the party and led it to cooperation with the Communists and in exploitation of the anti-foreign feeling after the First World War. In assessing other reasons, candidates may discuss some of the following: the state of China in 1911; 'sudden' nature of the revolution in 1911 and resulting power vacuum; ambitions of Yuan Shikai; the limited authority of government and local power/rivalries of warlords (the significance of the warlords may be stressed); the significance of the 4 May Movement and the role of the new communist party. Candidates may argue that whilst the overthrow of the Manchu dynasty met little resistance, there was no consensus about what to do next and that there was no one source of power able to assert its authority in the short term. Not until the 1920s were the nationalists in a position to establish their authority and this remained patchy.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
20	<p>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 varied extent of authority of Nationalists in areas away from key centres); Jiang Jieshi's failure to deal with communists and forced mutual action against Japan after 1937; lack of democracy and corruption, lack of support; the degree of economic progress (industry, transport) and limited social reform (education, New Life Movement, women); the failure to help peasants; his eventual defeat. Candidates may argue that the priority for Jiang Jieshi domestically was the establishment of Nationalist authority and whilst he had some success here, he failed to deal with the communists and this was in the end to cost him his position. However, Jiang and the Nationalists never enjoyed full control of China – any success was relative 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
21	<p>There are a range of issues that candidates might consider, but in order to achieve the higher levels candidates must consider the economic consequences, even if they conclude that they were not the most important. In considering the economic consequences many are likely to argue that they were disastrous. The lack of education and training created an industrial and agricultural torpor, the effects of which lasted for decades. Industrial production was virtually brought to a halt, with production falling by 14% in 1967 and again in 1968. However, some may argue that was the least of the results. Many may focus on the terror that accompanied the Revolution, which created an atmosphere of callousness and brutality. Some may argue that political consequences were the most important. In assessing this candidates may discuss extent of Mao's authority, the role of Jiang Qing, the Gang of Four and the Central Cultural Revolution Group, the significance of the Mao personality cult (swimming in the Yangtse), Red Guards and the Little Red Book, attack on the 'four olds', removal of rightists (such as Deng Xiaoping and Liu Shaoqi), three in one committees, changes in education, medicine, agriculture, industry, culture, 'down to the countryside', self-criticism and struggle sessions, the 'cleansing the class ranks' campaign. Candidates may also discuss the fate of Mao's erstwhile ally Lin Biao. Some may consider the longer term consequences and the growing criticism of the Cultural Revolution in the 1970s and the return of Deng Xiaoping. Candidates may argue that whilst the Cultural Revolution reaffirmed Mao's dominance, in the longer term it did not ensure his vision of Chinese Communism as after his death Deng became dominant and the Gang of Four fell. Some may focus on the cultural consequences and consider the impact on education and universities, which simply ceased and this may be linked to economic problems. In considering cultural issues candidates might point to the destruction of anything that represented the past, such as temples, shrines, works or art and ornamental gardens.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
22	Candidates must deal a range of factors and assess their relative significance and the linkages between them. We can expect discussion of some of the following: the weaknesses of Weimar democracy (relevant features of the Weimar Constitution such as proportional representation and article 48 and the difficulties arising from coalition governments); the context of the economic depression (and its impact on the political process, despair and disillusion, appeal and rise of communism), fear of communism, breakdown of order, Hitler's personality and leadership, the organization and propaganda of the Nazi Party, the 'backstairs intrigue' and the events of 1932-33 and so on. Candidates may demonstrate how the depression exposed the weaknesses of the Weimar system and the failure of coalition politics, whilst providing the opportunity for extremist parties to exploit the ensuing political paralysis.	50	No set answer is looked for but candidates will need to answer the question.
23	This is an area of controversy and although historiography is not a requirement of AS some candidates might make reference to the debate. There may be consideration of the Guns or Butter debate. Some have argued that Hitler had transformed the economy for the demands of total war, arguing that vast amounts were spent on preparations. However, others might suggest that 'total war' was never part of the plan and that Blitzkrieg was supposed to prevent it, arguing that Germany lacked certain raw materials such as oil. However, other may argue that this transformation was not complete and was not due to be completed until 1943. Some may therefore argue that the economy was prepared only for a short war and that its escalation found the German economy only partially mobilised. Some may argue that Hitler's desire for war had forced the economy to prepare for war and was expanding quickly and ion danger of over-heating, pointing to the shortages in raw materials, food and consumer goods, there was a shortage of skilled workers and balance of trade was declining and government expenditure meant that it was becoming more difficult to finance. Some candidates may focus on the Four Year Plan and its success or otherwise in preparing Germany for war. There may be mention of the increased production of war materials, the production of substitute products and the desire to reduce imports. Candidates may argue that its success was mixed, pointing to success in aluminium and explosives, but failing in rubber and oil and never reaching the levels desired for arms production. Some candidates may discuss the success or otherwise of rearmament or the amount of GNP spent on military expenditure compared with Britain. Candidates may conclude that the economy was dominated by war preparations, but it did not amount to full scale mobilisation. Some candidates might look at developments during the war and argue that this was only reached after the defeat of Stalingrad.	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
24	<p>Candidates must deal with the given factor adequately even if they wish to argue that other factors were more important. In relation to foreign policy, candidates may stress Adenauer's role in: gaining acceptance of West Germany in Europe; the recognition given to the FRG after 1955 and the end of the 'occupation'; winning Britain's support for Germany's entry to NATO and hence the creation of her own army; West Germany's membership of the OEEC, the ECSC and then the EEC. In all this, of course, Adenauer had powerful and sympathetic international friends. Candidates may also discuss Adenauer's role in maintaining the strength and stability of the CDU/CSU coalition and the reliable support this received from the Liberals until the early 60s; they may also point to the weaknesses of the main opposition party – the SPD – (internal divisions, inability to adapt to the new prosperous West Germany). They may also suggest that the strategy of emphasising reconstruction (rather than recrimination) was a powerful political argument. In relation to the economy candidates are likely to point less to Adenauer and more to the work of Erhard and the development of the social market economy, the significance of Marshall Aid, cheap labour, good industrial relations, and the survival of much of Germany's industrial base after the war. They may point to the fall in unemployment and the average growth rate of 8%, and improving living standards. Candidates may well point to economic factors as being most important in explaining Adenauer's retention of power but no specific answer is looked for.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
25	<p>Candidates will need to explain a number of reasons and assess their relative significance and linkages to score well. This is not a question about the development of the Cold War after 1945 but includes Yalta and Potsdam. In assessing reasons candidates may discuss some of the following: the significance of long term tensions and differences over ideology; the tensions in the wartime alliance over the defeat of Nazi Germany; the role of individual leaders (Churchill, Stalin, Roosevelt, Truman and Attlee); the military situation at the end of the war; differences and tensions at Yalta and Potsdam; the atom bomb; Soviet and Western fears and suspicions, strategies and policies. In relation to Yalta, candidates are likely to focus on discussion of the Polish issue and the differences this aroused. There may be discussion of Stalin's desire for security. In relation to Potsdam, candidates may refer to the change in personnel and its significance (particularly in relation to Truman), the context of the successful testing of the atom bomb, the continuing issue of Poland, the question of governance in liberated states and the issue of reparations in relation to Germany. Candidates may suggest that underpinning apparent agreements lay real difficulties as mutual fear and suspicion grew.</p>	50	No set answer is looked for but candidates will need to answer the question.
26	<p>Candidates will need to identify and analyse a range of threats and evaluate the Soviet Union's degree of success in dealing with them. They may discuss particular developments such as the problems in East Germany, Poland and Hungary in the 1950s and the Prague Spring of 1968. However, they may place such discussion in the broader context of the issue for Soviet leaders in balancing control against local situations and reform, the impact of the Cold War and the impact of de-Stalinisation. Candidates may discuss individual crises and the threat they posed to the stability of Soviet controlled Eastern Europe more generally and here there may be developed treatment of Hungary in 1956, the problem of refugees, especially in East Germany, and the building of the Berlin Wall and the Dubcek regime in Czechoslovakia. Candidates may well argue that the Soviet Union dealt with the threats very successfully insofar as opposition was crushed or the problem effectively minimized. However, candidates may also suggest that Soviet intervention in Eastern Europe failed to win popular support and that short term successes hid longer term problems.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
27	<p>Candidates should discuss a number of consequences and may discuss short and longer term consequences, or consequences in relation to specific states. Candidates may argue that economic and political chaos was certainly the most important immediate and short-term consequence of the overthrow of communist governments. 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. Some may argue that these economic problems pre-dated Soviet collapse, but certainly unemployment and dislocated trade were a feature in many states. In Germany there were the problems associated with reunification. Candidates may argue that in the longer term there were other consequences associated with nationalism (in the break up of Czechoslovakia and Yugoslavia, for example). Candidates may also argue that many states, such as the Czech Republic, have adjusted economically relatively rapidly and living standards are rising. They may also point to the resilience and reinvention the communist parties in the new states and the trend to authoritarian and nationalist regimes. Elsewhere they may point to the closer links and economic and political cooperation with the West (request to join NATO and the EU).</p>	50	No set answer is looked for but candidates will need to answer the question.
28	<p>Candidates will need to assess a number of reasons and evaluate their relative significance and linkages to score well. Candidates in assessing reasons may suggest the declaration of the state of Israel was the occasion rather than the cause of open friction – fighting between Palestinians and Jews had already begun and the tensions dated back to the First World War and beyond. The essential cause of tension was that both Palestinian Arabs as well as Jews had been led to expect a national homeland, were intolerant of each other's claims and both had to deal with an occupying authority. Candidates may discuss both longer term tensions and the more immediate tensions surrounding the proposed state of Israel at the end of the Second World War. They may also point to the tensions within the international community, such as between Britain and the USA. Candidates may discuss some of the following: Zionism and Theodore Herzl; Balfour Declaration 1917; the impact of the British mandate in Palestine, British policy and post WW1 immigration; Peel Commission Report 1937; WW2 and impact of Holocaust; British withdrawal; US and UN involvement (UNSCOP) and partition; the role of Ben Gurion, Haganah, Irgun and Stern Gang; role of Huseini, the Arab Liberation Army, the Muslim brotherhood, and the Arab League; the declaration of Israeli independence 1948.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
29	<p>Candidates need to discuss a number of reasons and evaluate the relative significance of each and the linkages between them to score well. Candidates may discuss the rise of Nasser's reputation and the status he enjoyed amongst ordinary Arabs across the Middle East, especially after Suez, because of his resistance of the West and his fight with Israel. Candidates may suggest he enjoyed undisputed leadership of the Arab World. They may point to Nasser's (successful) support of the Yemeni rebels and the creation of the UAR with Syria. 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. In relation to domestic popularity, candidates may refer both to the above and to Nasser's economic and social reforms and the Aswan Dam. Candidates may argue that Nasser raised the prestige of Egypt and Arab states more generally, and also brought beneficial reforms at home.</p>	50	No set answer is looked for but candidates will need to answer the question.
30	<p>There were a range of reasons for international intervention and it is not expected that candidates will consider all the issues, what matters is the quality of analysis. Some candidates may directly compare the factors whilst others might look at 1991 and then 2003, either approach is acceptable provided they address the question as to whether the reasons for intervention were the same. Candidates may consider the invasion of Kuwait as the main reason for intervention in 1991; however this might be linked to Hussein's treatment of other groups within his own country (Kurds), which continued after his defeat and therefore be seen as similar. There is likely to be discussion of the importance of oil as a reason for intervention in both conflicts and this may also be linked to the importance of the region in political terms, with the influence of Russia and China. There may be some who argue that the quick collapse of Iraqi forces in 1991 meant that the removal of Hussein did not occur and that this was the reason for intervention in 2003. It is likely that there will be some discussion of UN decisions in both 1991 and 2003. Candidates may also consider the impact of WMD and the war on terror as reasons for intervention in 2003.</p>	50	No set answer is looked for but candidates will need to answer the question.

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