

**GCE**

**History**

Advanced GCE **2591**

Themes in History 1763-1996

# **Mark Scheme for June 2010**

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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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## GENERIC MARK BANDS

## UNITS 2590-2591

## THEMES IN HISTORY

## NB

- Examiners are reminded that they are looking for the 'best fit', not a perfect fit, in applying these Generic Mark Bands [see General Marking Instructions #5]
- For all answers, examiners should provisionally award the top mark in the Band and then moderate up/down according to the particular qualities of the answer [see General Marking Instructions #5]
- Candidates who do not address most of the 100 or so-year period required may not be given a mark in Band I for that essay, however good the general quality of their analysis and evaluation.
- The quality of English is NEVER to be used as the sole criterion to pull an answer down into a lower Band.

The topics are based on Themes covering an extended period of at least a hundred years (unless an individual question specifies a slightly shorter period) with the emphasis on continuity, development and change over time (ie on breadth of understanding rather than on depth of knowledge). The emphasis is on links and comparisons between different aspects of the topics studied, rather than on detailed analysis.

To support the emphasis on breadth and over-view (rather than depth), candidates are given in the exam a factual chronology for their Theme.

**BANDS I-VII/60: Essay**

- I (48–60) *The response is not perfect but the best that a candidate can be expected to achieve at A2 Level in examination conditions. There may be some unevenness, but the demands of the question (eg causation, evaluation, change and/or continuity over time) are fully addressed.* The answer demonstrates a **high level of ability to synthesise** elements to reflect the synoptic nature of the Unit. The approach is **consistently analytical or explanatory** rather than descriptive or narrative. The **argument is structured coherently and supported** by very appropriate factual material. Ideas are expressed fluently and clearly. At the lower end of the Band, there *may be some weaker sections but* the overall quality nonetheless shows **the candidate is in control of the argument**. The answer is fully relevant. The writing is fluent and uses appropriate historical vocabulary. The answer shows accuracy in grammar, punctuation and spelling.
- II (42–47) The answer demonstrates clearly the **ability to synthesise** elements to reflect the synoptic nature of the Unit. There is a **good awareness of change and/or continuity** and/or development over the necessary extended period. The response is **focused clearly on the demands of the question, but** there is **some unevenness**. The approach is **mostly analytical or explanatory** rather than descriptive or narrative. **Most of the argument is structured coherently and supported** by very appropriate factual material. The answer is fully relevant. *The impression is that a good solid answer has been provided.* Most of the writing is fluent and uses appropriate historical vocabulary. The answer mostly shows accuracy in grammar, punctuation and spelling.
- III (36–41) The answer demonstrates clearly an **attempt to synthesise some elements** to reflect the synoptic nature of the Unit. There is a **reasonable awareness of change and/or continuity** and/or development over the necessary extended period. The response reflects clear understanding of the question and a **fair attempt to provide**

**an appropriate argument supported** by appropriate factual material. The approach **mostly contains analysis or explanation but may lack balance and** there may be **some** heavily **descriptive/narrative** passages **and/or** the answer may be **somewhat lacking in appropriate supporting factual material**. The answer is mostly relevant. The writing is generally fluent and usually uses appropriate historical vocabulary. The grammar, punctuation and spelling are usually accurate.

- IV (30–35)** The answer demonstrates an **uneven attempt to synthesise** some elements to reflect the synoptic nature of the Unit. There is an **adequate awareness of change and/or continuity** and/or development over the necessary extended period. The response indicates an **attempt to argue relevantly, but the structure of the argument is poor**. The approach **depends more on heavily descriptive or narrative** passages than on analysis or explanation (which may be limited to introductions and conclusions). Factual material, sometimes very full, is used to **impart information** or describe events **rather than to address directly the requirements of the question**. The writing may lack fluency and there may be some inappropriate historical vocabulary. The answer usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.
- V (24–29)** The answer demonstrates a **limited attempt to synthesise** some elements to reflect the synoptic nature of the Unit. There is a **limited awareness of change and/or continuity** and/or development over the necessary extended period. The response offers **some elements of an appropriate answer but the approach lacks analysis or explanation and there is little attempt to link factual material to the requirements of the question**. The structure of the answer shows **weaknesses in organisation** and the treatment of topics is **seriously unbalanced**. The writing contains some inappropriate historical vocabulary. The answer shows some accuracy in grammar, punctuation and spelling but contains frequent errors.
- VI (12–23)** The answer demonstrates an **unsatisfactory attempt to synthesise** any elements and fails to reflect the synoptic nature of the Module. There is **no understanding of change and/or continuity** and/or development over the necessary extended period. The **answer is not focused** on the requirements of the question and may be of **very limited relevance**. Any **argument** offered may be **fragmentary and incoherent**, and any **assertions** made may be **unsupported** by factual material. There may be serious irrelevance and/or serious weaknesses in knowledge. The writing shows significant weaknesses in the accuracy of grammar, punctuation and spelling.
- VII (0–11)** The answer demonstrates a **completely unsatisfactory attempt to synthesise** any elements and fails completely to reflect the synoptic nature of the Unit. There is **no understanding of change and/or continuity** and/or development over the necessary extended period. There is **no attempt to answer the question**. There is **no argument** and **no supporting evidence** for any assertions. The answer is irrelevant and/or incoherent, perhaps in note form. The writing shows very major weakness in the accuracy of grammar, punctuation and spelling.

- 1 To what extent was Catholic Emancipation in 1829 the most important turning-point in the development of Irish nationalism during the period from 1798 to 1921? [60]

Focus: Evaluation of the relative importance of Roman Catholic Emancipation in the development of Irish nationalism

Emancipation needs to be balanced with other major moments in the development of Irish nationalism. Possibilities might include the Wolfe Tone rising and the Act of Union 1798-1801, the former setting the tone of the blood sacrifice and the methods for revolutionary nationalism, the latter something to react against economically, religiously and politically. The Famine could be considered as a factor promoting a cultural myth of holocaust, discrediting the British government and creating support from ex-patriots in the USA, although in other respects candidates could play down its impact. Home Rule after 1886 and Ulster's reaction to it might be considered. Similarly the First World War and the aftermath of the Easter Rising could be used to argue that Ireland moved to partition and effective independence of the South as a consequence of militarisation and the impact of war on the British government. These could all be used to highlight the relative importance of Catholic Emancipation, when a key blow was struck by the government itself to the Protestant Ascendancy, its Irish ruling class. Although not intended as such by O'Connell, it was in practice an implicit Catholic triumph. It associated Catholics with Irish nationalism and would eventually lead to partition and division on religious grounds. It made possible the growth of a successor class to the Ascendancy – the Irish Catholic Tenant Farmers – a group that formed the electoral basis for the politics of Home Rule. It enabled Catholics to hold office and it showed the potential of mobilising popular feeling behind constitutional methods. Its impact on British politics was also considerable. Candidates however might suggest that Irish nationalism needed more than just emancipation to develop – eg it needed its own identity, the discrediting of Westminster government, foreign backing, its own party with majority support and the economic conditions encouraging alienation from the Union.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 2 'British governments changed their policy towards Ireland during the period from 1798 to 1921 only because they were under pressure to do so: How far do you agree with this view? [60]

Focus: assessment of the reason for changes in British policy on Ireland

Many may argue governments changed policy under pressure. The Act of Union itself was a result of French Revolutionary threats and the Wolfe Tone rising; Roman Catholic Emancipation the product of the Roman Catholic Association and fears generated by the Clare Election. Irish MPs put electoral pressure on Whig governments in the 1830s and on Liberal ones in the 1880s and 1910s with some success. The 1880s also saw Land League pressure over tenant issues, whilst German activities before 1914 and US pressure after 1918 plus the Anglo-Irish war contributed to British changes over the Union. However, it is possible to challenge this view. Many Liberal Tories and Whigs backed Catholic Emancipation before 1829. Peel in the 1840s was determined to resist pressure from O'Connell's Monster Meetings and move on his own terms over land and religious issues. Gladstone's mission to pacify Ireland could be seen on its own moral terms, the result of a liberal conscience, although equally one could argue he was bombed into it by Fenian violence. Home Rule could either be seen as the result of electoral pressure brought to bear by Parnell or by Gladstone's moral conversion. Conservative economic and local government reform was the result of agrarian pressure, but was also carried out to strengthen the Union by Wyndham and others. However, it is difficult to see post-1916 governments as anything but under pressure to partition Ireland.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 3 To what extent did Ireland remain agriculturally and industrially under-developed throughout the period from 1798 to 1921? [60]**

Focus: Evaluation of the Irish economy in the period 1798 to 1921

Answers need to track agricultural and industrial trends and to understand concepts of backwardness (small plot, labour intensive agriculture aimed at family subsistence rather than markets and an artisan based industry) and development. Answers that focus on either agriculture or industry cannot go beyond **Band III** at best, although candidates are likely to discuss agriculture in more detail than industry. The Act of Union looked to Ireland to raise itself to mainland standards via access to Britain's colonial and world markets. In agriculture this failed to happen in the first half of the period. It remained backward, over-dependent on tillage and the potato and dangerously dependent on the latter to sustain the enormous population increase. There was little agricultural change or relocation of the population to industrial cities. The Irish agricultural system was unstable, especially in the overcrowded West. Trends, enormously speeded up by the Famine, did however raise agricultural standards in the second half of the period. Land was consolidated, creating middling tenant farms and eventually small proprietors, who did reasonably well despite the depression of the 1870s and 1880s. Money became available for land purchase schemes and there were efforts at modernisation. Better answers might point to regional exceptions – the West remained very poor and backward in comparison with the cattle ranches of the East and Midlands where mechanisation made some headway. Industrially, Ireland was more varied. Hopes that the Union would enable it to trade more freely failed as Ireland failed to attract inward investment. Few new industries developed but existing ones (linen, shipbuilding, engineering) did. Dublin remained static in growth but Belfast (especially shipbuilding and engineering) took off, and railways were built. In other respects, Ireland remained an exporter of raw materials (food, beer, stone cobbles, labour). Post-1850 real wages in industry rose, as did living standards but economic differences widened between Ulster and the rest of Ireland.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 4 How far would you agree that both the army and navy were under-funded throughout the period from 1798 to 1918? [60]**

Focus: Evaluation of the relative funding of the army and navy 1793-1918

Some candidates may well argue that both were under-funded throughout the period, not least because the whole of the British state was minimalist and for much of the period Britain was in a grip of retrenchment and laissez-faire attitudes. Economy and costs were key considerations throughout. The navy was largely self-funding until the 1820s through the capture of booty and prizes, patronage and press gangs, and bills of self-finance. After this, small gunboats operating outside home waters kept costs down between 1830 and 1880 allowing politicians to achieve superpower status on a shoestring. Britain was fortunate that the balance of power and trade favoured her. The revenues generated by the industrial revolution and trade helped to compensate for low taxation. Nonetheless the balance was a narrow one. The armed services had sunk under the weight of retrenchment into a sea of complacency between 1815 and 1854. Defence absorbed only 2-3% of GNP between 1815 and 1865. Funding for the navy reached its lowest in 1835. Gladstone and Disraeli competed to reduce the navy and army estimates. However, it could be argued that Britain remained 'covered' and, despite keeping both on a short financial lead, the threat did not warrant more. Candidates are likely to argue that from the 1860s funding came to the fore given the new European order, imperial rivalries, alliance systems and the impetus of technological change. Funding was inadequate, particularly in the army between 1895 and 1915, when recruitment and size were key issues. Cardwell and Haldane's army reforms and Fisher's naval ones sought to hide this gap by making the services cost effective while politicians used diplomacy to acquire allies to fight on the continent and so reduce the number of enemies faced.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**5 Assess the view that opposition to war was confined to an educated minority in the period from 1793 to 1918. [60]**

Focus: Assessment of the opposition to war

Candidates are likely to agree that opposition was confined to an educated minority, especially the expression of criticism. As Britain only conscripted in the final two years of the period there was no chance of popular opposition manifesting itself in that manner. Press-ganging for the navy was too low profile to figure. Nonetheless better candidates may be able to argue a case. In the 1790s the Radicals threatened a wider success in portraying participation in the Revolutionary Wars as against the interests of the people and Pitt's response focused on preventing their communication of such ideas to a more popular ill-educated following. There was more widespread opposition to any suggestion of helping the South in the American Civil War while in Gladstone's period educated Nonconformity led opposition to Disraeli's Imperial Wars. After the Boer War there was some popular dislike of the 'methods' used but the key test was the First World War. Some may argue that soldiers' diaries reveal a mixed pattern with some very obvious anti-war perspectives. Some communities eg Nonconformists and Irish opposed conscription. Most criticism however was not about the war itself but about how it was being run. The same was true of the Crimean War and the aftermath of the Boer War. Radicals like Tom Paine, Cobden and Bright, and the pro-Boers were from an educated minority. All colonial wars were portrayed as successful and 'Mafeking' continued to confirm popular support for war. 'Little Englanders' were ridiculed whether they were pro-French Revolutionary Radicals, Nonconformists or conscientious objectors. The Socialist end of the Labour party opposed entry to war in 1914 but the majority led by trade unions supported it. Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**6 To what extent did British interests show continuity during the period 1793 to 1918? [60]**

Focus: Assessment of whether British interests changed in the period

Many may argue for constancy, with some significant exceptions (which will require explanation). Some might approach this chronologically, often through the interests themselves – achieving a balance of power in Europe to stabilise trade and avoid continental entanglements, encouraging British trade, securing and defending the Empire, containing Britain's most serious enemies (Russia, France and latterly Germany) and securing the defence of the Home Islands. A balance of power was achieved at Vienna in 1814-15, (assuming that to have been a key interest in the French War) and maintained until the Crimea. Britain was reluctant to admit to an 'alliance' Europe as an alternative or substitute for a balanced one, preferring 'Splendid Isolation'. However, change was recognised through the Ententes, although neither involved specific commitments. War in 1914, as in 1793, was in part fought to establish another 'balance' in Europe. Arguably, trade remained a constant, Britain usually taking action to open it up (eg to destroy the continental system post-1806; to open Latin American markets in the 1820s and Chinese markets in the 1840s and 1850s; to keep Atlantic routes open during 1916-17). The only exception, where trade was to be closed, was slavery. Empire did change, assuming greater importance in the second half of the period (a new aggressive interest or a defence of existing threatened interests?). Another area of change was the containment of Russia and France whose 'threat' varied to 1900. Britain worried about the French colonial threat. Russia was seen as a more constant threat – in the Balkans, the Straits, the Near East and the Middle East, especially in the 1830s and 1870s-1880s. Both, however, receded in the face of a militarised Germany, a former 'friend' becoming a potentially lethal enemy in Europe and the world. The most unchanging interest was basic: mainland defence. Britannia always mobilised to prevent invasion, real or feared (1803-04; Palmerston's

follies in 1859–65; scares in the 1870s, 1914) and always prioritised the importance of the Low Countries.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 7 ‘Governments had limited success in dealing with the poor throughout the period from 1834 to 1948.’ How far do you agree with this view? [60]**

Focus: Assessment of government policies to deal with the poor during this period

Candidates are likely to discuss the attempts by governments to deal with the poor by making reference to causes (unemployment, underemployment, old age, sickness, family and childhood etc.) and effects (poor diets, sickness, high infant mortality etc.). They might point out that governments had limited success as the causes and effects of poverty were not always clearly identified such as in the 1830s, the 1870s and the 1920s-30s. In fact, it could be argued that real success only occurred after Beveridge pointed out how the ‘Five Giants’ were interrelated and could only be tackled by ‘cradle to grave’ provision. Others might claim that limited success was due to a lack of political will and laissez-faire individualism, which resulted in the view that poverty was a consequence of personal failing. Many are likely to take a different tack and claim that governments achieved success but only at certain points in time. The Poor Law Amendment Act reduced the cost of treating the poor, legislation in the second half of the 19<sup>th</sup> century improved the administration of the Poor Law, the Liberal reforms of 1906-11 laid the foundation for a welfare state and unemployment insurance was continually adjusted in the interwar years to meet the growing needs of the unemployed. However, poverty was always an issue as revealed by social investigators, the growing importance of charities and by official government reports. Some might claim that given the complexity of the problem over the period and the changing political, economic and social context, governments did make great progress.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 8 To what extent were changes in housing policies influenced mainly by political factors during the period from 1834 to 1948? [60]**

Focus: Assessment of the influences on housing policies

Candidates should be able to argue a case for political factors influencing housing policies. They are likely to point to the rise of the labour movement and an extension to the franchise (1867, 1888 and 1918) as political pressures that influenced government policies, particularly in the later part of the period. Better candidates may attempt to show how the question of housing was used as an electioneering tool as in 1918 and 1945. For **Band III** and above, other issues should be addressed. These might include the power and influence of local governments, the strength of vested interests, financial constraints, developments in science and technology, rising living standards (and, hence, aspirations), the role of individuals (eg the Lever brothers, Chamberlain, the Cadbury family) and the effects of wars. Generally, more sophisticated answers are likely to consider how government policies ebbed and flowed with changes in the economy, society and politics. Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 9 To what extent were reforms to the education system the result of concerns about the use of child labour throughout the period from 1834 to 1948? [60]**

Focus: Assessment of reasons causing educational reform

The state of the economy and the need for cheap labour, and hence young workers in abundance, was prevalent throughout the period. The wants and needs of employers was a factor that constantly influenced policies on education, especially in regard to issues of the extent of provision and attendance. Thus answers might agree that certainly before



1902, the development of an education 'system' was limited due to vested business interests. Provision for the masses before 1870 was done on a voluntary basis and Forster's Act simply 'filled in the gaps' and created a 'dual system'. The 1902 Act was certainly something of a turning-point, with the acknowledgement of the need for more intervention due to economic competition from Germany and the USA. Both the 1918 Fisher and 1944 Butler Acts also seem to have been partly motivated by the need for economic reconstruction, based on a more educated workforce. Even then, there was still great concern over raising the school leaving age too quickly. However, answers need to consider other factors that influenced educational reformers, such as: political change (eg extensions in the franchise), social trends (eg the rise of the mass media), religion, wars. Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 10 Did the changing role of prime minister do more to strengthen or weaken attempts to develop democracy from 1868 to 1992? Explain your answer. [60]**

Focus: evaluation of impact of the role of prime ministers upon democracy

Answers will need to be clear how the role of the prime minister has changed, making reference, for example, to the management of parties and parliaments, dealings with monarchy, control over the cabinet, responsibility for war, the disposal of the secret fund. It could simply be argued that prime ministers strengthened the democratic process by carrying out the above functions with an increasing degree of skill, whilst having their power 'checked' by a range of institutions (eg political parties, the House of Lords, pressure groups, the judiciary, the media). A counter argument might be that democracy was weakened as prime ministers became too powerful, and examples cited might include Lloyd George and Thatcher. Stronger answers may show awareness of the need for prime ministers to adapt to change. There might be discussion of Prime Ministers Questions, appointments to key political positions, the creation of a collective decision-making cabinet, a willingness to use new technology (eg Baldwin), control over Cabinet meetings (eg Thatcher), influence on the Budget, the absolute right to remove ministers (1903 onwards), the power to determine when to call elections, planning for war (eg Thatcher). Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 11 'During the period from 1868 to 1992, the Conservative party was in government only when their opponents were weak and divided.' How far do you agree with this view? [60]**

Focus: Evaluation of the reasons for the changing fortunes of the Conservative party

Many answers may argue that there is some truth in the assertion. When the Liberals and Labour were struggling the Conservatives were strong (eg 1920s, 1930s, the Thatcher era); the opposite was also partly true (eg 1899-1914, 1940s). These relationships should be explained with reference to particular developments over the whole period (eg with respect to the rise of Labour/decline of the Liberals from 1918, third party revival linked to the SDP and the Alliance in the 1980s). However, a balanced evaluation can be expected with discussion of how Conservative party policies changed from within. There may be mention of other aspects, such as the role of key Tory individuals (eg Salisbury, Baldwin, Churchill, Macmillan, Thatcher), changing party organisation, the growth of suburban electorates that favoured the Tories while declining urban populations reduced the number of 'Labour' constituencies, developments with respect to grassroots support (eg the collapse of the Tory party in Scotland during the last quarter of the 20<sup>th</sup> century). Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 12 How far can the growth of trade unionism be regarded as a necessity for the development of democracy in the period from 1868 to 1992? Explain your answer. [60]**

Focus: Assessment of trade unionism in the development of democracy

Many answers may take the view that without trade unionism, the voice of working people would never have been heard. This, it might be argued, was especially true in the earlier part of the period as changes to the franchise were limited and it seemed that only through trade unionism would progress be made for the masses. The argument that unions continued to act as important pressure groups throughout the Twentieth Century may feature strongly, but is open to challenge. Instances of how union activity might be considered to have hindered democracy should be considered, possibly via reference to industrial action (eg 1880s, 1914-18, 1926, 1960s-1970s and noting that general elections in 1974 and 1979 were fought at least in part on 'who governs Britain?', the Thatcher governments' battles with unions). Stronger answers will take note of 'a necessity' in the question, with some focus on the changing nature of unions in relation to legal, political, economic and social developments.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 13 'The mass media have consistently entertained rather than informed the British people during the century from 1896.' How far do you agree with this view? [60]**

Focus: Assessment of consistency/change in the aims/roles of the mass media

The roles traditionally attributed to the media have been to educate, inform and entertain. Here successful answers will need to weigh up the performance of one specified role against another, and the key is to recognise that this is a comparison question which requires direct, integrated comparison and therefore an appropriate structure. Candidates will need to be familiar with many actual examples of the printed and broadcast media and analyse their content carefully, as well as considering the publicly declared or covert aims of broadcasters, newspaper editors and owners, and journalists. The perception of audiences and readers may be considered too. Stronger answers may show awareness of fluctuations and the importance of circumstance (eg if there is a national crisis or a war in progress) in influencing the emphasis the media employs. Some answers may also make the point that an apparent 'entertainment' can be a vehicle for information (this was especially true of radio in World War II).

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 14 How far do you agree that the impact of the press on popular culture in Britain declined during the century after 1896? [60]**

Focus: Assessment of consistency/change in the press's impact on popular culture

Examiners should be prepared to accept a wide range of interpretations of 'impact' (such as 'role in', 'influence on', 'importance to', 'hold on') and indeed should reward candidates who discuss its interpretation. Good candidates may well stress that it is hard to attribute any specific causes to most changes in popular culture, so that assessing the media impact raises difficulties. Similarly, expect a demonstration of a good basic understanding of what we mean by popular culture and the ways in which popular culture and society have changed over the century since 1896. For example, the class structure and attitudes to class; the role of women and attitudes to them; the growth of leisure and how people choose to spend their time – all these would be useful areas of discussion. But at its heart this question is asking whether the impact of the printed media declined and naturally the question of whether the emergence of the broadcast media had an effect is likely to be a feature of answers. Successful answers are likely to identify criteria by which 'decline' can be measured (such as falling circulation) and adopt a coherent structure for their answers

by doing so. Explanations of decline (if it is argued to have occurred) are not relevant unless they are carefully adapted to the assessment of extent of decline. Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 15 Assess the view that the British media had more influence during the years of appeasement in the 1930s than in any other period of national crisis during the century after 1896. [60]**

Focus: Assessment of the role of the media in times of national crisis

It is arguable that the media played a very significant role in the appeasement era and candidates are likely to include a variety of examples of ways in which this was the case. These may include the almost unanimous support for the policy (until at least September-October 1939) of the printed media, especially the mainstream press dominated by the press barons; the role of cinema, including newsreel coverage of Guernica and Abyssinia. Equally, the abandonment of support for the policy of appeasement was arguably first seen in the press, and certainly it anticipated the cabinet's wholesale defection by several months; even as Chamberlain's return with the Munich agreement was being greeted with wild enthusiasm, sections of the press, including by now even *The Times*, were offering some colder evaluations, and the widespread and condemnatory coverage of Kristallnacht just the following month was very important in changing public opinion and that of politicians. Arguably, press anger at Chamberlain's calm initial acceptance of Hitler's seizure of Prague in March 1939 was the key reason he changed his tone in Birmingham two days later, and the press may have played as important a role as the House of Commons in ensuring that Britain went to war on 3 September. A successful answer could spend much of the essay evaluating appeasement but no candidate can gain the highest bands without comparing the media in other national crises drawn from the period 1896-1996.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 16 To what extent did developments in the quality and training of ordinary soldiers change the nature of land warfare in the period from 1792 to 1918? [60]**

Focus: Evaluation of the impact of specific factors

There are many armies in the period that had high levels of 'quality and training of ordinary soldiers'. Examples might include the French *Grande Armée* between 1805-07, the British army throughout the period and especially the BEF of 1914. Discussion supported by such examples might address quality such as in élan, junior leadership or motivation, training in battlefield tactics, drill and doctrine. On the other hand, candidates could point to other factors that had a greater impact on the nature of land warfare eg the use of masses of poorly trained, low quality troops evident in mass conscription; changes in field technology; battle strategy and tactics; new communications etc. Expect candidates to evaluate continuity as well as change over the whole period.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 17 How far were governments involved in the organisation and conduct of war in the period from 1792 to 1918? Explain your answer [60]**

Focus: evaluation of the extent of mobilization of the state in support of war

Answers need an understanding of what constitutes state involvement in the organisation and conduct of war, although some leeway is to be expected on the part of examiners. Good responses will set down criteria and then evaluate them in relation to the evidence. The mobilization of resources in the Revolutionary and Napoleonic periods might concentrate on the French Republic and Empire, its successful conscription of manpower in the military and economic infrastructures. Napoleon's organisation of France and her empire would be

a good example. The industrial and financial power of Britain and its empire throughout the period would be another, although the Crimean War 1854-56 might well be part of a negative argument. The mobilization of the state in the support of war in Bismarck's Prussia might be contrasted with the more haphazard effort of both France and Austria. The First World War as the first industrial war with mass mobilization of military manpower, labour and resources, etc. is an obvious candidate for discussion. Candidates might chart the speed at which the state's involvement in war changed as the First World War developed. For candidates wishing to use the American Civil War, the might of the Union is an obvious example of the state involving itself in the conduct of war to a high extent; the same could be argued for the Confederacy, but with the caveat that the economy of the south was not up to the task.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**18 To what extent did industrialisation determine victory or defeat in war during the period from 1792 to 1918? Explain your answer. [60]**

Focus: evaluation of the impact of industrialisation on the conduct of war

Responses will need a sound understanding of what is meant by industrialisation and its impact on conflict. Two axes of advance might be expected – neither being exclusive – the scale of production and the effect of industrialisation on the means of waging war in the form of technological development. The extent of the industrialisation of Britain in the Revolutionary and Napoleonic Wars might be contrasted with France. The limits of industrial capacity outside Britain in the same period, although candidates might point to proto-industrial processes linked to warfare on the continent. The limited ability of industrialised states such as Prussia to sustain long term wars in the middle century, the increased demand for munitions and Prussia's inability to replace them in the Franco-Prussian War is an example. On the other hand, the power of industrialised Prussia might be compared to her opponents in the wars of 1866 & 1870-71. Candidates might refer to the technology produced by industry but this must be linked to the specific demands of the question set. Also, the development of mass armies and the need to equip them in wars that increasingly used up military resources in double-quick time. The scale of warfare as a result of industrialisation and its destructiveness would be valid areas for discussion.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**19 Assess the reasons for Prussia's changing relationship with the other German states in the period from 1815 to 1919. [60]**

Focus: Evaluation of the reasons for Prussia's changing relationship with other German states

Candidates may well focus on the reasons why Prussia was less successful in dominating the German states because of Austria's dominance of Germany in the first half of the period to 1865. They may demonstrate understanding of the reasons for Austria's replacement by Prussia as the dominant German power from 1866. In terms of the earlier period, the impact of decisions taken at Vienna and Austria's role in the Diet might be usefully discussed, as well as the role and influence of Metternich through to 1848. Candidates may well wish to discuss how Austria was able to regain control, imposing the 'humiliation' of Olmütz of 1850 after the revolutions of 1848/9 and the attempted establishment by Prussia of the Erfurt Union. Candidates should be able to explain why the balance of power within Germany was actually changing and how Olmütz probably represents Austria's last assertion of dominance. The importance of economic factors on developments, for example the impact of the Zollverein after 1834 in developing Prussia's military strength and eventual victories in 1864, 1866 and 1870-71, would help explain its subsequent political dominance. The role played by Bismarck will almost certainly be highlighted by many candidates in terms of explaining the creation of the Empire. How the

Constitution enabled Prussia's dominance of the other German states after 1871 could also usefully be explored, as could the leadership of Kaiser William II. Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 20 Assess the view that the accession of Kaiser William II in 1888 was the most important turning-point in the development of German nationalism during the period from 1815 to 1919. [60]**

Focus: Assessment of the relative significance of key factors influencing the development of German nationalism

Candidates should focus on the phrase 'most important turning point' in their answers. Candidates may argue either for or against the accession of William II in 1888 as the most important turning point, but must do so comparatively in the context of other turning points. What follows is not an exclusive list, but obvious consideration could be given to 1815, 1848-49, 1866, 1870-71, 1890, 1914 and 1918 (and/or 1919). Clearly answers of the very highest quality can be written without considering all of these potential turning points, but the most able candidates will demonstrate a breadth of vision and a good understanding of the moments that shaped the destiny of German nationalism. Any answers that are limited to the importance of William II, however full and accurate, are severely flawed and may not be awarded more than **Band III**. Candidates may of course choose to exemplify the importance of William II by reference to events such as his 'dropping of the pilot', his failure to renew the Reinsurance Treaty with Russia and through explanation how his pursuit of 'world power' and specific policies like Bulow's Naval Bills made the possibility of conflict more probable. Candidates might argue that his real failure was to encourage Germany's leaders instead of restraining them at a time when German expansion made some form of conflict with the established great powers inevitable. They might contend that William II's posturing led Germany to eventual defeat in 1918 and her punishment at Versailles in 1919: arguably the nadir of German nationalism.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 21 To what extent were the German people ever united in the period from 1815 to 1919? Explain your answer. [60]**

Focus: Evaluation of the extent to which the German people were united

Candidates should understand that the Prussian Empire in 1871 represented *Kleindeutschland* and an enlarged Prussia. They may argue that it was a Prussian Empire rather than a German Empire; it certainly did not unite all the German people even geographically. Divisions after 1871 might be illustrated through the *Kulturkampf* and the rise of socialism, or the domination of the Reich by the elites. However candidates might also argue that territorial boundaries rarely exactly match where the people of that nationality live and that divisions within a nation based on class or culture do not necessarily define the unity of that nation. They could argue that the German Empire from 1871 physically united the majority of Germans. Candidates could also argue that the German Confederation from 1815 may not have imposed a state of nationhood but it did loosely bind most Germans into a confederation with a diet. Candidates may argue that the growing emergence of the nationalist movement after 1815 to the development of more radical nationalism in the late 19th and early 20th century demonstrates an emergence of national unity among the German people over this period.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 22 'The need to modernise their backward economy was the most important reason why the rulers of Russia introduced reforms.' How far do you agree with this view of the period from 1855 to 1956? [60]**

Focus: Assessment of reasons why the rulers of Russia introduced reforms

Candidates should focus on the reasons why the rulers of Russia introduced reform in this period. Candidates may argue that war was the 'locomotive of history'; arguments in support could include how significant reforms followed defeats in war. The Emancipation Edict followed defeat in the Crimea and the abandonment of War Communism followed the Civil War. Stalin justified introducing the Five Year Plans because 'old Russia was ceaselessly beaten' and must never be again. Candidates may argue that Russia's backward economy led to these defeats and that the rulers of Russia were faced with a need for modernization throughout this period. Candidates who make strong links between the backward economy, defeats in war and consequent reforms are likely to be successful. However, some reforms, such as Witte's 'Great Spurt' may have had military imperatives but were introduced when Russia was not facing any immediate threat of hostilities. Specific problems, such as famine in 1891 or 1921, may also be seen to be the catalyst of change. The extent to which ideology, particularly from 1917, led to reform may be usefully explored. To what extent were Lenin and Stalin committed to reform to transform Russia along communist lines? Candidates may well suggest that reform was often a reaction to difficult circumstance: for example the October Manifesto of 1905 or the introduction of the NEP in 1921.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 23 Explain why opposition to Russian governments was so rarely successful in the period from 1855 to 1956. [60]**

Focus: Evaluation of the effectiveness of opposition

Candidates need to show awareness of the reasons why opposition was so often unsuccessful rather than concentrating mainly on 1917 and suggesting that opposition was often successful. Better answers will identify factors that help explain its limited success. These factors might include: divisions among opposition groups in terms of aims and methods, the limited intellectual appeal of some opposition groups and factions, the autocratic and dictatorial nature of government, repression, the role of the secret police. The following examples are likely to be cited: the failure of the Narodniks in the reign of Alexander II, the reasons why his assassination by the Peoples' Will had outcomes entirely in contrast to the intent of his assassins, the reasons why rulers like Alexander III and Stalin were significantly successful in silencing their opponents, reasons why Lenin was able to win the Civil War.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 24 How far do you agree that a study of Russian governments in the period from 1855 to 1956 suggests that after 1917 Russia simply exchanged one form of autocracy for another? [60]**

Focus: Assessment of the nature of Russian governments during 1855-1956

Candidates should focus on the similarities and differences between Russian government under the Tsars and the Communists. Similarities would obviously include autocratic/dictatorial government, the use of terror & centralized control of the economy. Both regimes tended only to reform under pressure. Comparisons could be made between rule by Divine Right & the cult of the individual. Comparisons could be made at a personal level, for example between Alexander III and Stalin. The regimes were similar but there are differences of scale (eg in terms of economic progress & the use of terror). Candidates may consider why constitutional democracy did not emerge in 1917, nor a Marxist utopia thereafter. Good candidates should consider the period of Lenin's rule and direct their

attention to the reasons why the emerging Bolshevik state owed remarkably little to Marxist principles. The best candidates will focus on 'simply'; to what extent did the Bolshevik leaders, Lenin in particular, aim to set up a harsh dictatorial regime? Was Lenin a dictator by intent or was he driven into maintaining dictatorship by unfavourable circumstances? A case could be made for arguing that the Russians 'swapped' an increasingly ineffectual and superannuated form of authoritarianism for a more ruthless and efficient Twentieth Century variant.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**25 To what extent was the Compromise of 1850 the major turning-point in sectional relations in the period from 1776 to 1877? [60]**

Focus: Assessment of a turning-point in sectional relations

Candidates may mention that the Compromise of 1850 was extremely important because it dealt directly with a wide range of issues between North and South. These included the admission of California as a free state and the issue of fugitive slavery and slavery in the District of Columbia. It seemed to have solved many of the issues raised by the Mexican War and tensions which had dated back as far as the Missouri Compromise of 1820. These include the admission of Texas as a slave state in 1845 and the Wilmot Proviso of 1846. In particular it brought to an end the tension between slave and free states in Congress. However, it left unresolved the issue of the extension of slavery into the Western Territories, maintaining the Missouri Compromise of 1820 decision on this issue. Candidates may also suggest that the 1850 Compromise began to unravel very quickly. The Kansas-Nebraska Act of 1854 reopened the whole issue of **slavery** in the Western Territories by putting forward the idea of popular sovereignty. That Act led to the creation of the Republican party and can be seen as a major cause of the sectional conflict that resulted in Civil War. The sectional conflict of 'Bleeding Kansas' in 1856-60 and the election of Lincoln in 1860 all came back to the unravelling of the Compromise from 1854. Candidates should offer other turning-points such as the creation of the US Constitution which solved the problems associated with the Articles of Confederation which had created a loose association of colonies during and after the American Revolutionary War. The Missouri Compromise of 1820 sustained the balance between free and slave states through extending statehood to Missouri and Maine and limited the extension of slavery to the Western Territories to 36 degrees 30 minutes north. The outbreak of civil war in 1861 can be seen as a very negative turning-point as compromise between North and South collapsed. Also the Civil War and Reconstruction 1861-77 can be seen as a turning-point as the resolution of conflict through armed force saved the Union and re-united the country during the era of 1863-77.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**26 Assess the view that there was more continuity than change in the role of the presidency from 1789 to 1877. [60]**

Focus: Assessment of the changing role of the presidency from 1789 to 1877

Candidates can mention that the precise role of the presidency was left unclear by the 1787 Constitution. Was the president to be a figurehead or an active force in national politics? Washington attempted to define the role by being 'above party'. Therefore, the presidency was more a head of state than a head of government. Jefferson was more pro-active, with actions such as the Louisiana Purchase (1803) and acting as head of the Democrat-Republican party. Candidates may also focus on the role of Jackson. He helped create the Democrat party and used his powers of president effectively in the Nullification Crisis of 1832 with South Carolina and in the expulsion of the Five Civilised Tribes of Native Americans from the South East to Indian Territory. Polk was closely associated with the extension of presidential power in foreign affairs in his role in the Oregon Treaty with Britain, the acquisition of Texas and the launching of the Mexican War. Lincoln was a very

pro-active president in the Civil War. He suspended habeas corpus calling up volunteers and effectively leading the Northern war effort. A counter argument might be to highlight the role of other presidents who made little or no change to the role of the president: John Adams and John Quincy Adams, John Tyler, Franklin Pierce, Millard Fillmore and James Buchanan. Candidates may mention that the constitutional position as outlined in the US Constitution did not change. The president was still head of state and commander in chief of armed forces and had the power to conduct foreign policy with advice and consent of the US Senate.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 27 To what extent was the conflict between central and state authority the most important constitutional issue in the period 1763 to 1877?** [60]

Focus: Evaluation of the major constitutional issues

Answers may consider the conflict between central (British) government and state (colonial) authority in the period 1763 to 1783: the lead up to and course of the American Revolutionary War. They may consider the debate on the Articles of Confederation of 1783 to 1787. The Constitution of 1787 split political authority between central/federal governments and state governments. The 10th Amendment of 1791 implied that powers not expressly given to federal government were state government rights. That issue became a major source of federal/state conflict during Jackson's presidency of 1829-1837. The issue of the Second Bank of the USA and South Carolina raised the issue of an interposition of the state between the individual and the federal government. The most obvious issue was sectional conflict between North and South, which resulted eventually in civil war. Some answers may balance this assertion against other factors such as: the development in the power of the presidency or the creation and role of the US Supreme Court.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 28 'The civil rights of African Americans improved but their social and economic position deteriorated.' Assess this view for the period from 1865 to 1980.** [60]

Focus: Evaluation of changes in African American civil rights compared to their social/economic position

Answers will need to consider both civil rights and social and economic rights. They may mention that, at the beginning of the period, African Americans were granted full civil and political rights equivalent to Whites within US society. However, from 1877 to 1920s, African Americans civil rights deteriorated with the establishment of legal segregation in the South and de facto segregation elsewhere within the USA. However, from 1940s, African American civil rights improved, in particular during 1950s and 1960s, as a result of Supreme Court and Presidential action and pressure from the Civil Rights movement. Answers may argue that, by 1980, African Americans had acquired in reality what they had been promised in 1865-70 with the three Civil War amendments to the constitution. Strong answers may contrast this development with the social and economic position of African Americans. They may mention work of Booker T Washington in the 1880s and 1890s and Marcus Garvey in 1920s. By 1980, the bifurcation of African American society had occurred. Many had used the development of civil rights to advance socially and economically. Others remained in inner city ghettos or rural poverty. Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.



- 29 'The most important obstacle to the development of trade union and labour rights was divisions within the trade union movement.' How far do you agree with this view of the period from 1865 to 1980? [60]

Focus: Evaluation of a factor causing trade union disunity against other factors

Candidates may mention the splits between the Knights of Labor; the International Workers of the World and later the American Federation of Labor and the Congress of Industrial Organisations. These divisions occurred across the period from the 1870s to 1950s. The creation of the AFL/CIO in 1955 brought a degree of unity to the trade union movement, however individual unions such as the Teamsters kept considerable autonomy. Candidates may also mention ethnic divisions within the movement which resulted from the New Immigration (1870s to 1920s). Splits occurred between Old Immigrants (Germans, Scandinavians and British/Irish) with New Immigrants (Italians, Eastern Europeans and Jews). These developments clearly impeded the development of trade unionism. Candidates should compare this factor **with** others such as the power and strength of Big Business and the role of the Federal Government in impeding the development of trade union rights.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 30 'The concept of the "melting pot" did not apply to Native Americans in the period from 1865 to 1980.' How far do you agree with this view? [60]

Focus: Evaluation of the significance of the melting pot for Native Americans

Candidates will need to understand 'melting pot' as it applied to US history in the period (the concept that the USA successfully integrated people from a wide variety of ethnic backgrounds into the mainstream of US society). Answers may mention that, at the start of period, Native Americans stood outside US society. US governments regarded each tribe as an independent, sovereign nation. As a result, Native Americans did not have civil rights like other Americans. In 1887, the Dawes Act gave citizenship to the Plains Indians, such as Oglala/Dakota Sioux and Cheyenne. After 1887, attempts were made to integrate some Native Americans into US society through church schools. Many Native Americans were confined to Tribal Reservations. In 1924, all Native Americans were granted the right to claim US citizenship. However, social and economic exclusion remained – an issue picked up by the American Indian Movement in the 1960s-70s. By 1980, some Native Americans had integrated into US society, but others remained on the Tribal Reservations.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

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