

**GCE**

**History B**

Unit **F982**: Historical Explanation – Non-British History

Advanced Subsidiary GCE

**Mark Scheme for June 2015**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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

Annotation	Meaning
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Assertion
	Attempts explanation
	Continuity/Change noted
	Description
	Explanation offered
	Error/wrong
	Unclear
	Irrelevant or not answering the Question
	Judgement made
	Knowledge used appropriately
	Linked
	Mode accessed
	Simple comment, basic

**Generic Mark Scheme for Unit F982**

Maximum mark: 50

Each question is marked out of 25.

Allocation of marks within the Unit:

	<b>AO1 Knowledge and Understanding</b>
Level 1	41 – 50 marks
Level 2	31 – 40 marks
Level 3	21 – 30 marks
Level 4	11 – 20 marks
Level 5	1 – 10 marks
Level 6	0 marks

The same generic mark scheme is used for both questions:

	<b>Marks</b>	<b>AO1 Knowledge and Understanding</b>
Level 1	21 – 25	<p>Complex judgements supported by:</p> <ul style="list-style-type: none"> <li>• Excellent understanding of key concepts such as causation, consequence and significance</li> <li>• Explicit and effective use of two or more modes of explanation</li> <li>• Developed analysis of interactions between, or prioritisation of, key features and characteristics such as ideas, beliefs, actions and events</li> <li>• A wide range of relevant and accurate knowledge</li> <li>• Accurate and confident use of appropriate historical terminology</li> <li>• Accurate and effective communication. Effective and coherent structure</li> </ul>
Level 2	16 – 20	<p>Sound judgements supported by:</p> <ul style="list-style-type: none"> <li>• Good understanding of key concepts such as causation, consequence and significance</li> <li>• Some explicit use of at least one mode of explanation</li> <li>• Some analysis of interactions between, or prioritisation of, key features and characteristics such as ideas, beliefs, actions and events; or sound explanation of more than one key feature</li> <li>• A range of mostly relevant and accurate knowledge</li> <li>• Mostly accurate use of appropriate historical terminology</li> <li>• Mostly accurate and clear communication. Generally coherent structure</li> </ul>
Level 3	11 – 15	<p>Partly sound judgements supported by:</p> <ul style="list-style-type: none"> <li>• Satisfactory understanding of key concepts such as causation, consequence and significance</li> <li>• Some reasonable explanation of at least one key feature and characteristic such as ideas, beliefs, actions and events but also some assertion, description or narrative</li> <li>• Mostly relevant knowledge, some accurate knowledge</li> <li>• A limited range of historical terminology</li> <li>• Mostly satisfactory communication. Some coherent structure</li> </ul>
Level 4	6 – 10	<p>Weak judgements supported by:</p> <ul style="list-style-type: none"> <li>• Some general, but mostly weak, understanding of key concepts such as causation, consequence and significance</li> <li>• Some limited explanation of at least one key feature and characteristic; mostly assertion, description or narrative</li> <li>• Limited relevant knowledge, some inaccurate and irrelevant knowledge</li> <li>• Little use of historical terminology</li> <li>• Some satisfactory communication, some weak communication. Limited and unclear structure</li> </ul>

	<b>Marks</b>	<b>AO1 Knowledge and Understanding</b>
Level 5	1 – 5	Irrelevant or no judgements supported by: <ul style="list-style-type: none"><li>• Weak understanding of key concepts such as causation, consequence, and significance</li><li>• Assertion, description or narrative of at least one key feature and characteristic</li><li>• Mostly inaccurate and irrelevant knowledge</li><li>• No, or inaccurate, use of historical terminology</li><li>• Poor communication, poor or non-existent structure</li></ul>
Level 6	0	No judgements supported by: <ul style="list-style-type: none"><li>• No understanding of key concepts such as causation, consequence, and significance</li><li>• Inaccurate or assertion, description or narrative</li><li>• Inaccurate and irrelevant knowledge</li><li>• No use of historical terminology</li><li>• Very poor communication / incoherent structure.</li></ul>

Question		Answer	Marks	Guidance
1	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of Frankish self-perceptions as Christian kings with duties to protect their subjects against pagan forces to the east</li> <li>• Explanation of a relationship between important localities which themselves changed extensively as the Frankish Empire increased in size to include eg estates in Italy and lands taken on the eastern frontier with the Slavs</li> <li>• Explanation of the state of affairs which gave Charlemagne the means to fight, in the form of a general summons of the host which supplied him with mounted knights; the role of the pairs of <i>missi dominici</i>, one secular and one religious, in reporting back to Charlemagne on the administration of the localities and their relationship with the <i>comes</i>, the county rulers appointed by Charlemagne</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of Charlemagne’s diverse and changing kingdoms and the importance of ensuring good governance locally in the context, for example, of learning and the promotion of faith</li> <li>• Consideration of a state of affairs which saw the Franks charged with the temporal protection of the papacy, its lands and influence throughout Christendom</li> <li>• Consideration of contemporary attitudes towards and beliefs about local rule, Christendom, paganism and learning</li> </ul>

Question	Answer	Marks	Guidance
(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the role of Aachen as the permanent and stable centre of the Carolingian court; its ability to attract and retain intellectuals from across Europe eg Alcuin of York to advise on government and learning</li> <li>• Explanation of the peripatetic nature of Charlemagne's court and the necessity of a 'civil service' accompanying him on military expeditions eg v the Slavs, in Italy and in Spain</li> <li>• Explanation of the role of the court in government, specifically, and the changes this underwent during Charlemagne's comparatively long reign; the roles of the count of the palace, the chaplain and the chancellor</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of Charlemagne's possible motives in his running of his court: political, theological, military and imperial</li> <li>• Consideration of the Emperor's actions, for example in transmitting specific instructions about faith, learning and literature to his Frankish kingdoms</li> <li>• Consideration of contemporary ideas about and attitudes to governance, noble rule, empire and faith</li> </ul>

Question		Answer	Marks	Guidance
2	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the enhanced powers given to bishops at a local level, extending to temporal as well as spiritual matters, thereby aiding good government and stability</li> <li>• Explanation of the role of the Christian faith in providing the justification for repeated military campaigns against pagans and Muslims</li> <li>• Explanation of the reforms themselves, which included the reform of monastic orders, their emergence as centres of learning and literacy, the deployment of missionaries and the enhancement of church music</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the likely intentions of Charlemagne himself: personal faith? glory? the preservation of the dynasty?</li> <li>• Consideration of a possible desire to establish an 'orthodoxy' in response to disputes with Constantinople</li> <li>• Explanation of the context of Charlemagne's diplomatic and military rivalry with Byzantium</li> <li>• Explanation of contemporary attitudes to church and state (were they considered as separate entities?), to empire and to faith</li> </ul>

Question	Answer	Marks	Guidance
(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the geographical and economic advantages which the Frankish kingdoms enjoyed, making a conscious revival on this scale possible and desirable; the pre-conditions for the Carolingian Renaissance</li> <li>• Explanation of the availability of scholars prepared to move to Aachen permanently, including most famously Alcuin of York but also including for example Peter of Pisa, and the diverse skills (philological, artistic, linguistic etc) which they brought with them and promoted</li> <li>• Explanation of the links between the revival of learning and the need to preserve and promote learning in order to support and expand Christianity within and beyond the Frankish kingdoms</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of whether the intellectual and artistic developments at Aachen and across the Frankish kingdoms (in monasteries, particularly) deserve to be called a ‘Renaissance’ in terms of their scale, quality and significance</li> <li>• Consideration of which possible motive or motives may have been more important than others in producing great works of architecture, an advanced script (Carolingian miniscule), copies of manuscripts and much else: practical political and administrative concerns, or learning for its own sake and benefits</li> <li>• Consideration of causal factors in relation to each other eg the long-standing need for improved communication and administration within Frankish lands, or the long-standing interest in reviving Roman ideals of Empire, weighed against the short-term ‘triggers’ of pagan and Muslim threats to Christendom</li> </ul>

Question		Answer	Marks	Guidance
3	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the state of affairs which saw a young and inexperienced Emperor eager to uphold the authority of the Catholic Church but at the same time prepared to offer Luther a fair hearing</li> <li>• Explanation of the respective roles of the Pope and Frederick the Wise, who owed allegiance to the Emperor, and arguably both saw Charles V as the ideal person to hear charges against Luther and to settle the question internally rather than by external judgment</li> <li>• Explanation of the ideas within Luther's writings and teachings which offered profound challenges to the papacy, including the questioning of the doctrine of transubstantiation, the advocacy of the priesthood of all believers, and support for the idea of salvation by faith alone – all within an avowedly German political context</li> <li>• Responses may consider the question of 'why not until 1521' ie why the delays, given Luther's disputations with Cajetan and Ejk and the great body of writings Luther had been able to produce in 1520</li> <li>• Explanation may be offered of the challenge to the papacy of academic debate (Cajetan and Eck) and their respective failures to silence Luther and stifle his ideas</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of important theological ideas associated with Luther: <i>sola fide</i>, the rejection of papal authority, a desire to remove 'errors' in the Church's teaching, among many examples which made Charles's actions inevitable</li> <li>• Consideration of Charles's role, as Emperor, defender of the Catholic Church in temporal matters and ruler of German princedoms</li> <li>• Consideration of the political, Saxon context for Luther's teachings and the protection offered to Luther by Frederick the Wise, for example, and the reasons for it</li> </ul>

Question	Answer	Marks	Guidance
(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the state of affairs against which the formation of the League took place in 1531</li> <li>• Explanation of the respective roles of the protestant princes, Philip of Hesse and John of Saxony in creating the alliance: defensive or aggressive? Political or theological – NB the requirement to sign up to the Augsburg Confessions as a prerequisite of membership</li> <li>• Explanation of the international and diplomatic context for the League eg its relations with the Ottoman Empire and with Francis I</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the possible intentions of the main protagonists in establishing and then maintaining the League against Charles V</li> <li>• Consideration of the actions of prominent contemporaries such as Charles, Luther himself and the Protestant princes</li> <li>• Consideration of contemporary ideas about and attitudes to empire, loyalty, faith and academic and theological argument against a context of rapidly-changing religious and political situations</li> </ul>

Question		Answer	Marks	Guidance
4	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possibly revolutionary nature of Luther's own actions, for example burning a papal bull; a flood of critical writings in 1520, especially; consideration of how Luther's writings might have linked to Peasants' Wars of 1524-5; the return to Wittenberg in 1522 and the actions of Andreas Karlstadt</li> <li>• Explanation of the context against which Luther's teachings and writings may be set: preconditions of anti-clericalism, unease at the sale of indulgences, protests against Church wealth and corruption; a concern with millenarianism; the interpretation of Luther's criticisms of the ecclesiastical hierarchy in secular terms, justifying rebellion against lordship</li> <li>• Explanation of the specific circumstances of the German Peasants' War of 1525 may be discussed and the appeal of particular writings, or interpretations of those writings, to peasants and priests</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of Luther's possible intentions in, for example, offering some sympathetic support for peasants before a more conservative reaction (<i>Against the Robbing and Murdering Hordes of Peasants</i>) was published</li> <li>• Consideration of Luther's actions in terms of his publications, his return to Wittenberg in 1522</li> <li>• Consideration of the pre-conditions which offered a ready market for radical ideas within the Empire and beyond, which included a fragmented political structure, a lack of control over presses and preachers and a public appetite for tracts and publications critical of authority; the role of millenarianism, in particular, may be examined</li> </ul>

Question	Answer	Marks	Guidance
(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the long-standing late-medieval context of millenarianism, a focus on the mystical and spiritual and a belief in academic dispute may be considered as the positive context for Anabaptism; a rejection of common values, a desire for exclusivity and a rejection of many forms of authority were more negative traditions</li> <li>• Explanation of the life and work of Thomas Munzer may be a focus; his actions within Saxony and support for the Peasants' War may be discussed; likewise events in Munster in 1534-5 may well be assessed</li> <li>• Explanation of the context of a weak Empire, with Charles V unwilling or unable to take decisive military action in Saxony, Bohemia or the Netherlands may be addressed</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of Anabaptist attitudes and intentions towards the rich, the Church and lay authority may be explored fruitfully; the reluctance of many of their number to recognise any authority but God posed an extreme challenge to contemporaries</li> <li>• Consideration of Anabaptist actions in Munster and elsewhere may help explain the nature of the threat: communal property-holding, enforce polygamy and so on</li> <li>• Consideration of contemporary attitudes towards and beliefs about loyalty, service, faith and justifications for the use of violence</li> </ul>

Question		Answer	Marks	Guidance
5	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the state of affairs in the first half of 1789 which saw the summoning of the Estates-General, the declaration of a National Assembly by members of the Third Estate and the subsequent swearing of the Tennis Court Oath. Why was an Estates-General no longer sufficient?</li> <li>• Explanation of the social, economic and political crises which had produced the cahiers de doléances for consideration by the Estates-General</li> <li>• Explanation of the role of the Paris parlement, together with other individuals and institutions, in propounding rights, for example the right not to be imprisoned without fair trial</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible intentions of some leading politicians such as Mirabeau and Necker, Enlightenment thinkers and the King himself in supporting or opposing the formation of a National Assembly</li> <li>• Explanation of the actions of reformers and conservatives, politicians and peasants</li> <li>• Explanation of contemporary ideas about the role of representation, the Estates-General, constitutional monarchy and institutional reform.</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the states of affairs which saw financial and economic difficulties for the French people, especially the women of Paris protesting at the continuation of high prices for staples such as bread</li> <li>• Explanations of the actions of the French crown in authorising the traditional banquet; the alleged desecration of the tricolour cockade; of Lafayette in trying to restore order in the face of desertions among his own troops; his role as a mediator</li> <li>• Explanation of popular demands for the removal of the French court and royal family from Versailles to Paris</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the intentions of those who took part in the October march: constitutional reform or economic reform, for example – or both?</li> <li>• Consideration of relevant actions and events such as the reaction of Lafayette and the importance of the king's removal to the Tuileries palace</li> <li>• Consideration of contemporary ideas about and attitudes to revolution, reform, democracy, kingship and justice</li> </ul>

Question	Answer	Marks	Guidance
6 (a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the state of affairs which saw increasing concern on the part of Austria and others for the safety of Louis XVI and Marie Antoinette (Emperor Leopold II was Louis' brother-in-law); the existence of émigré nobles and army officers with intentions to preserve monarchical rule; the central role of Paris as monarchical residence, seat of the <i>parlement</i> and capital of the country</li> <li>• Explanation of the actions by the Emperor and Prussia in issuing the Declaration of Pillnitz in 1791, outlining a willingness to use force if necessary to protect the French crown; reactions in Paris to the document and to the Brunswick Manifesto of July 1792; the centrality of the Parisian citizen army in the defeat of the Prussians at the battle of Valmy in 1792</li> <li>• Explanation of the intentions of the Convention in declaring war on Austria in April 1792, its nearest opponent by virtue of possession of the Austrian Netherlands</li> <li>• Explanation of the actions of Dumouriez and the Girondists in stirring up patriotic defiance in Paris, especially, to Prussia and Austria</li> <li>• Explanation of Royalist attacks on Paris in October 1795 and the response of the Convention, including Napoleon's 'whiff of grapeshot' and the defeat of the insurrection</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the importance of Paris's role as the centre of political ferment, the centre for rapidly-evolving constitutional ideas</li> <li>• Paris's practical role as the centre for civilian recruitment, both for Royalist and revolutionary forces</li> <li>• Consideration of the actions of key players such as Dumouriez, Leopold II, Louis XVI and Napoleon</li> <li>• Consideration of ideas of monarchy and justifications for preserving it, of democracy and explanations of the legitimate use of force</li> </ul>

Question	Answer	Marks	Guidance
(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the tough economic actions of the Convention and the justifications offered for suspending the Constitution and enforcing, for example, the Law of the General Maximum and the Law of Suspects; the importance of such actions and ideas in the Vendee, most notably Responses may well address the importance of the Civil Constitution of the Clergy in provoking opposition locally</li> <li>• Explanation of the political actions which may have helped trigger regional and local protest: the growing influence of the Jacobins, the execution of Marie Antoinette and leading Girondins, the actions of the Convention, the Committee of Public Safety in Paris, and of Robespierre himself</li> <li>• Explanation of the circumstances surrounding the revolt in the Vendee in the context of local hatred of political control from Paris; the role of British military intervention in Toulon in 1793, for example</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the possible intentions of the leading Jacobins including Robespierre, who sanctioned harsh economic and political steps: self-preservation?; revolutionary conviction?; likewise consideration of their federalist opponents in the provinces</li> <li>• Consideration of the actions of the Convention, the CPS, Robespierre and the leading provincial opponents of the Terror</li> <li>• Consideration of contemporary ideas about and attitudes towards revolution, the centralisation of power, local autonomy and war</li> </ul>

Question	Answer	Marks	Guidance
7 (a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the nature of and reasons for middle class opposition to the Tsar, often rooted in demands for greater democracy; was Stolypin's murder important because he could be seen as the last man to make the political structure of Tsarist Russia work, and indeed its economy, especially its agricultural economy?</li> <li>• Explanation of the state of affairs surrounding the emergence of radical and revolutionary groups, notably the Socialist Revolutionaries and the Social Democratic Party and the reasons for this</li> <li>• Explanation of some of the key actions and events of Stolypin's reform programme, notably his agrarian reforms and 'wager on the strong' from 1906 to 1914; his actions in relation to successive Dumas and attempts to expand the zemstvo system; his reforms of the court system and attempts to crack down on revolutionary and terrorist activity</li> <li>• Explanation of the long-standing ethnic tensions within the Russian Empire and of peasant grievances, together with the poor living and working conditions experienced by many urban industrial workers</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the radical and revolutionary ideas held by groups and individuals; the aims of these groups and the reasons for the differences between them; consideration of contemporary attitudes to and ideas about revolution, loyalty, protest and democracy</li> <li>• Consideration of the short-term events and triggers which brought unrest to a head in 1911, although this was not the first attempt to kill Stolypin</li> <li>• Consideration of the actions of the key players in the drama such as the Tsar himself, or of Bolsheviks and Mensheviks, and why those actions contributed to widespread popular protest</li> </ul>

Question	Answer	Marks	Guidance
(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the military consequences of Russian entry, namely initial advances followed by crushing 1914 defeats at Tannenberg and the Masurian Lakes; the consequences for the Tsarist armies of internal division, exacerbated by Nicholas II's assumption of military leadership in September 1915</li> <li>• Explanation of the diplomatic and political consequences of Russia's support for France and Britain and the alliance system</li> <li>• Explanation of the social and economic consequences of Russia's participation and the role of the war in helping to ferment unrest in Petrograd in March 1917 in particular; the actions of strikers, women and soldiers in response to the loss of confidence in Tsarist rule</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the actions of radicals and revolutionaries opposed to continued Russian involvement in WW1 set against the actions of supporters of the Tsar and Russia's role</li> <li>• Consideration of the respective intentions of opponents: legitimate protest, economic reform or political revolution?</li> <li>• Consideration of contemporary ideas about nationalism, diplomatic obligations, loyalty and military service</li> </ul>

Question	Answer	Marks	Guidance
8 (a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the actions of the Bolshevik government in signing the Treaty against the context, for example, of the 1917 April Theses and their urging of an end to the war; responses may well consider the extent of Russia's loss of population, territory and valuable economic resources in assessing 'importance'</li> <li>• Explanation of the military, political and diplomatic circumstances which made the immediate signing of the Treaty important to the survival of the Bolsheviks and their revolution</li> <li>• Explanation of the importance of peace for the longer-term prospects of survival for the Communist government of Russia in the light of White opposition and the likelihood of hostile foreign intervention</li> <li>• Explanation of the short and medium-term importance of the treaty ie its very limited life in the context of the Armistice and the Treaty of Rapallo, which cancelled out Brest-Litovsk, effectively</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the actions of leading players including, especially, Trotsky and Lenin as they responded to the changing political and military circumstances of 1917 and early 1918</li> <li>• Consideration of the respective intentions of Trotsky and Lenin and the extent to which they differed; the reasons for such differences</li> <li>• Consideration of contemporary ideas of nationalism, patriotism, socialism and war</li> </ul>

Question	Answer	Marks	Guidance
(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the actions of the Bolsheviks in introducing War Communism in 1918. Responses may discuss, for example, the barring of trade unions and the state control of industry, the rationing of food, the requisitioning of grain and agricultural produce, and the role of the Cheka and of government propaganda</li> <li>• Explanation of the necessity for such tough economic and social policies, namely the harsh military and political realities of the Civil War, with opposition to Communism from White forces and foreign opponents</li> <li>• Explanation of the longer-term social, economic and political context which allowed the Bolsheviks to justify War Communism, and the ideological arguments for its continuation in order to advance the revolution and destroy its enemies</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the intentions of Lenin, Trotsky and other Bolsheviks such as Bukharin in following War Communism: to win the war? As a harsh but necessary transition to socialism?</li> <li>• Consideration of the actions of the Bolsheviks and of their opponents eg the Workers' Opposition and the Kronstadt sailors</li> <li>• Consideration of contemporary ideas about and attitudes towards agricultural and industrial reform, political revolution and military necessity</li> </ul>

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