

GCE

History A

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

Advanced Subsidiary GCE

Mark Scheme for June 2016

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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.

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

Annotation	Meaning
BP	Blank Page – this annotation must 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.
A	Assert
AN	Analysis
DET	Description
DEV	Develop
EXP	Explains
F	Factor
IRRL	Irrelevance
J	Judgment
LNK	linked
NAQ	Not the question
SC	Simple comment
X	Error/wrong
V	View

2. 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.**

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

Notes:

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

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

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>

AOs	AO1a	AO1b
Level IV	<ul style="list-style-type: none"> • There is deployment of relevant knowledge but level/accuracy of detail will vary; there may be some evidence that is tangential or irrelevant. • Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication. <p style="text-align: center;">12-13</p>	<ul style="list-style-type: none"> • Understanding of key concepts relevant to analysis and the topic is variable but in general is satisfactory. • Limited and patchy understanding of a few relevant issues in their historical context. • Answer may be largely descriptive/ narratives of events and links between this and analytical comments will typically be weak or unexplained OR answers will mix passages of descriptive material with occasional explained analysis. • Limited points made about importance/links or about developments in the context of the period will be little more than assertions and descriptions <p style="text-align: center;">13-15</p>
Level V	<ul style="list-style-type: none"> • There is some relevant accurate historical knowledge deployed: this may be generalised and patchy. There may be inaccuracies and irrelevant material 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>

AOs	AO1a	AO1b
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>Assess the aims of the reforms during the Consulate.</p> <p>At the higher levels candidates must weigh up the relative importance of the aims discussed in order to reach a balanced conclusion. Some may argue that Napoleon's aim was to secure himself in power and might place the reforms in the context of previous constitutional failures, candidates may well focus on measures such as the constitutional arrangements, the nature of his administration, the measures taken regarding police, propaganda and security, his reconciliation with the Catholic Church. However, some may consider other factors such as the influence of revolutionary principles and the desire to fulfil those (liberty, equality and fraternity) and the desire to improve the efficiency of administration and governance and the economy. They may argue, for example, that it is less obvious to see the role of securing himself in power in the reform of the law (Civil Code) or the establishment of lycees. However, if candidates argue that he wanted to put into place the revolutionary principles they may balance that against an argument Napoleon only followed such principles either in so far as they helped to win support or they were consistent with his hold on power. They might argue that other aims were more important; in discussing liberty they might argue that there was freedom of religion and religious toleration, although this might be balanced against controls on the press and limitations to the freedom of movement. In relation to property there might be discussion of the protection offered to those who had purchased Church and émigré lands. There might be consideration of how much popular sovereignty there was in the constitutions.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
2	<p>'Napoleon remained in power only because his domestic policies had popular appeal.' How far do you agree?</p> <p>There are a range of reasons that candidates might consider, however in order to reach the higher levels candidates will need to consider the named factor, even if they argue it was not the most important reason. In support of the claim candidates might argue that he was an enlightened ruler who introduced reforms to strengthen France and went beyond repression and security; thus winning popular support. It might also be suggested that the security he brought after the upheavals of the Revolution won popular support, particularly among the propertied classes, and that this helped him remain in power. Candidates may also argue that he remained in power because he was a dictator who imposed his will on the people; in support of this claim they might argue that over time Napoleon's rule became more dictatorial, or that dictatorship was there inherent from the start. Candidates are likely to discuss the significance of the various constitutions and plebiscites, the organization of administration and government, the measures of police, political prisoners, censorship and propaganda, the move to Empire. They may also discuss the significance and nature of reforms in the Church, education, the law and economy and how far they reflect dictatorship or something more. Some may argue that popularity was the result of his military success and expansionism</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
3	<p>To what extent was the development of a united opposition the main reason for Napoleon's defeat?</p> <p>In order to reach the higher levels candidates must consider the named factor, even if they argue that this was not the most important reason. In support of the named factor candidates might argue that previous attempts at a united front had broken down quickly and Napoleon had been able to divide the allies so that he did not have to face a united enemy, with only Britain remaining constantly hostile. However, once the Coalitions remained united they were able to defeat him and some may point to this development over the latter years of Napoleon's time in power. However, there are other factors that candidates might discuss or link to the named factor. Some may argue that it was Napoleon's own responsibility include: whilst he was a great warrior, he was not a great statesman and failed to seek a permanent settlement for Europe; the Spanish and Russian campaigns revealed the limitations of Napoleon as a grand strategist; the view that Napoleon's abilities declined in his later years; Napoleon became predictable. Some may consider factors such as: the relative decline of the French army; the determined opposition of Britain, supreme at sea, critical in the Iberian peninsula and providing finance for those willing to take up arms against Napoleon; the reorganization of enemy armies in the light of French victories; the impact of Napoleon's defeat in Russia in 1812; Napoleon's loss of support in France; the impact of the Continental System; the significance of Leipzig and Waterloo . In relation to the Russian campaign candidates should focus on the consequences of Napoleon's defeat – the loss of (irreplaceable) manpower and resources (particularly cavalry horses and artillery), the encouragement to resistance, the blow to French morale, and so on. They could make linkages with the decision of Prussia to take up arms and of Russia to continue the war, to the formation of the Quadruple alliance. However, candidates may set this factor in the context of others such as the long term British opposition (candidates may refer to British naval supremacy, British diplomacy in organizing and subsidizing anti-Napoleon coalitions, British military action, especially in support of the Peninsular War). There is much for candidates to discuss and it is not expected that they will consider all the reasons, what matters is the quality of analysis.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
4	<p>How far were social and economic problems the cause of the 1830 Revolution?</p> <p>In order to reach the higher levels candidates will need to write a good paragraph on the named factor even if they argue that it was not an important factor. In discussing the named factor, candidates may discuss developments and consequences that followed from the 1826 economic crisis and depression. They might discuss the importance of issues such as high food prices, riots against taxation, high unemployment, bankruptcies and the failure of the government to assist those suffering from the recession. Some may distinguish between 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 and liberals towards it, the range and nature of Charles X's political and religious policies, the extent and nature of opposition and the circumstances of 1830. Candidates may argue that Charles X largely brought his downfall upon himself or they may stress the difficulties of his position or that the longer term influences of the revolutionary years made further revolution/political upheaval more likely. Many may well argue that it was a combination of factors that brought about the events of 1830 – to be successful such an argument needs to be underpinned by effective analysis that may, for example, distinguish between direct and indirect causes, or contributory and necessary reasons. Some may discuss the growth of liberal opposition and refer to the revolutionary heritage, the desire to implement political reform, the reaction to Charles X's policies toward the nobility and the Catholic Church and his disbanding of the Paris National Guard.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
5	<p>Assess the reasons why Louis Napoleon was able to establish an Empire in France in 1851-52.</p> <p>At the higher levels candidates must weigh up the relative importance of the reasons discussed in order to reach a balanced conclusion. Some may argue that few expected Napoleon to have survived politically beyond his period of President in 1852. Candidates may discuss some of the following: the tension between the Parisian/left wing revolution and the provinces reflected in the elections to the Constituent Assembly; the June Days and its repression and its legacy of bitter division; the weaknesses of the constitution (especially with regard to the roles of President and Assembly); the election of Louis Napoleon; the misjudgement of politicians who believed Louis Napoleon could be managed; changes to the franchise; Louis Napoleon's ambitions and exploitation of divisions; the carefully managed coup of December 1851 and the plebiscite of 1852. Candidates may argue that the key factors were the tensions between left and right, the popularity of Louis Napoleon and his careful propaganda, the misjudgement of the politicians like Thiers and the lack of support for the Republic from the workers after the June Days. Some may suggest that during the period of the Republic Napoleon was careful to develop a power base which allowed popular support to develop, he actively courted the support of influential figures, presented himself as the defender of law and order which helped to win the backing of powerful Conservatives who found the Republic too radical. During his period as President he took popular actions, for example sending troops to Italy in 1849 to re-establish the Pope. He was able to quickly restore order following radical attempts to support the revolutionaries in Rome and rejected left-wing ideals by rejecting the Loi Falloux, again winning the support of the conservative Catholic majority.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
6	<p>To what extent did Louis Napoleon establish a 'Liberal Empire'?</p> <p>At the higher levels candidates will need to address 'to what extent' and not simply produce a list of reasons either in support or against the statement. Candidates may well pick up on the apparent move away from dictatorship in the 1860s with the 'liberalisation' of the Empire. They may point to the nature of the constitution (how liberal was it from the start?) and the concessions that Napoleon had to make over time. Candidates may examine the sources of Napoleon's support and the adaptations he had to make in order to try and maintain that support and the impact of the growth of liberal opposition. However, candidates may argue that whilst there were some changes (such as the reforms of 1867/8 or the creation of a 'Liberal Empire' in 1869-70) it would be wrong to overestimate their significance and candidates may suggest that these changes were forced out of him as his policies failed; these reforms came towards the end of Napoleon's rule and were forced on him. Candidates may discuss some of the following measures; his 1859 grant of amnesty to political opponents, the changes to the powers of the Senate and Legislative Chamber in 1860, 1867 and 1869-70, the 1864 legalisation of strikes and the changes to the control of the Press. These changes may be contrasted with the limits to the reforms and the control that Napoleon retained in order to judge 'to what extent.'</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
7	<p>How important was the Louisiana Purchase in westward expansion?</p> <p>Candidates will need to deal with the given factor even if they wish to argue that other factors were as or more important. At the higher levels candidates will weigh up the relative importance of the Louisiana Purchase against a range of factors. In discussing the Louisiana Purchase candidates may consider the scale of the purchase and its implications for expansion and the removal of French influence. Some answers might link this to the policies of Federal governments in general and may discuss some of the following areas: Federal sponsorship of exploration and surveying; Federal acquisition of territory (Oregon, Texas, New Mexico and California); the organization of acquired lands into territories and states; the role of the Federal army in policing the frontier, the trails west and dealing with Native Americans; Federal sponsorship of communications (especially the trans-continental railway); Federal encouragement to settlement through legislation such as the Homestead Act. However, some candidates may argue that Federal policy often followed rather than preceded settlement and the real stimulus came from the needs of fur traders, cattlemen, farmers and miners as well as those seeking refuge, like the Mormons, from persecution, and the development of communications.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
8	<p>'Division among the Native Americans was the most important reason why they lost their lands in the nineteenth century.' How far do you agree?</p> <p>At the higher levels candidates must weigh up the relative importance of the reasons discussed in order to reach a balanced conclusion. Candidates may argue that it was the weaknesses of the Native Americans that prevented them from retaining their lands. They might consider the Native American divisions and their role, candidates may discuss the significance of the Tecumseh Confederation, and other attempts when relative Indian unity seemed to offer the prospect of some success, and may balance this against the evidence of differences or lack of cooperation between different Native American groups and the rivalries between them. They may point to the tensions between the Plains Indian tribes. They may also point to the impact of lack of unity within tribes in their attitudes towards White Americans and the weakness this demonstrated. Some answers might argue that it was the strengths of the White Americans and their refusal to compromise that was the most important factor. They may point to White American expansion and desire for land as fundamental, and to the role of settler pressure whatever federal policy was; they may discuss the failure of treaties, the lack of mutual cultural understanding, the military superiority of Federal forces and so on. Candidates may discuss reasons such as: the impact of minerals finds and the subsequent 'rushes', the destruction of the buffalo on the Plains as they were settled and railways pushed through, the actions of individual commanders in the field, the mutual misunderstanding arising from different cultures, the incompatibility of nomad and settler cultures, the power of interest groups in Washington in undermining agreements and the distance / poor communication/lack of knowledge between policy-makers in Washington and the situation in the West, corruption of government Indian Agencies, the desperation of the Native Americans as their way of life disappeared, particularly as buffalo were destroyed and the railways pushed through their lands. In discussing some of the above candidates may refer to some of the following developments: the impact of the Louisiana Purchase and the Tecumseh Confederacy, the First and Second Seminole Wars, Andrew Jackson and the Indian Removal Act of 1830 and the 'trail of tears', the policy of concentration and Reservations, the Laramie Treaties, Sand Creek massacre, the Fetterman massacre, the Red River War, Little Big Horn, and Americanisation.</p>	50	No set answer is looked for but candidates will need to address the question set.

Question	Answer	Marks	Guidance
9	<p>How effective was the military and political leadership of the South during the Civil War? At the higher levels candidates will focus on 'how effective' and not simply produce a list of ways in which the leadership was or was not effective. In discussing Davis they may consider various aspects of leadership, such as: appointment of ministers and management of government, appointment of and relationship with commanders, ability to inspire the people and read their mood, political judgement, the use of executive powers to pursue the war effort effectively, decision-making. For example, candidates may praise Davis' choice of Lee and trust of him. Some might compare the leadership of the south with the north, this is acceptable provided it does not dominate and the focus is on the south and its effectiveness. On the other hand, Davis, as a military man, sometimes did interfere closely in military affairs. Some responses might argue that it was hard for Davis and the Confederacy to be effective as they had to create an administration and government. Davis was hampered by the powers of the states (after all 'States' rights' was a key reason for war). Candidates may discuss 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 its continued ability to inflict defeats on the North in 1864 (Wilderness Campaign) suggest that military leadership was, at least at the start, effective. Some may argue that once Lincoln appointed effective generals in the north, leadership in the south was less effective, but again the focus must be on the south.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
10	<p>How important was imperialism as a cause of the First World War?</p> <p>In order to achieve the higher levels candidates must discuss the named factor, even if they argue that it was not important. In discussing the named factor candidates might consider the importance of imperial rivalry and the importance for the economy of acquiring overseas possessions. Some may argue that in terms of rivalry, most had been resolved with Britain and France and Britain and Russia resolving many of their conflicts. However, some may argue that Germany was looking to expand and acquire a 'place in the sun', following a policy of welpolitik. Candidates may weigh imperialism up against some of the following: military and naval arms races, aggressive German foreign policy, Russia's hopes and fears in relation to the Balkans, British and French policy, domestic problems and pressures and the intentions and nature of the alliances that preceded the First World War. They may discuss the significance of particular crises in contributing to making war more likely, such as the Bosnian Crisis, the Moroccan Crises and the July Crisis of 1914. Candidates may discuss the relative responsibility of the different powers for the outbreak of war as well as dealing with specific themes or issues. In discussing the intentions and nature of the alliances that preceded the First World War they may argue that the division of Europe into two potentially hostile alliances (Ententes and Dual/Triple Alliances) could be said to make war a possibility and in the event the war between the Dual Alliance and the Entente. There is much that candidates might consider and it is not expected that all the factors will be discussed; what matters is the quality of the analysis.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
11	<p>'The entry of the USA into the First World war was the most important reason for the defeat of Germany in 1918.' How far do you agree?</p> <p>In order to reach the higher levels they must consider the named factor, even if they want to argue that it was not the most important factor. In considering the importance of the entry of the USA candidates might discuss the influx of large numbers of fresh soldiers who had not experienced the horrors of trench warfare, giving the allies numerical advantage; this might be contrasted with the loss of Russia and the pressures this would have created with all German troops able to move west. Some might comment on the boost to morale US entry gave. In considering other factors, candidates might consider the impact of the naval blockade and the problems that this was creating in Germany. There might be discussion of the failure of the Spring/Ludendorff Offensive that convinced many German commanders that the war could not be won. There might be some comment about German losses in 1918 and the decline in the quality of troops available. Some may place German problems in the wider context of the weakness of her allies and the need to be aiding Austria and Bulgaria, which weakened the German war effort.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
12	<p>'The Nazi-Soviet Pact was the most important reason for the outbreak of war In Europe in 1939.' How far do you agree?</p> <p>Candidates must focus on the issue raised in the quotation even if they wish to reject the judgement and argue that other factors were prominent. Candidates at the higher levels will focus on the outbreak in 1939 and not simply write a general account of the reasons for war. In discussing the importance of the Nazi-Soviet pact candidates might suggest that this meant Hitler avoided having to fight a war on two fronts, as had been the problem in 1914. It also meant that he would continue to get supplies from Russia, most notably oil, which was essential for the war effort. Some might discuss the psychological impact of the agreement and whether it forced western powers into a declaration. Candidates might point to longer term causes, with the evidence of German aggression and bad faith in its foreign policy from its adoption of rearmament, the invasion of the Rhineland, development of alliances, annexation of Austria, Sudeten policy, breaking of the Munich agreement and invasion of Poland, meaning that declaration was inevitable. There may also be reference to evidence of Hitler's aggressive ambitions, such as the Hossbach memorandum, which meant that at some point western powers would have to resist. Candidates may consider the role of other factors such as the impact of the depression on international relations, the weakness of the League of Nations, Britain's policy and appeasement, destabilising events elsewhere in Europe, Africa and Asia, the isolationism of the USA, but if they are to score highly they will need to link these to 1939. Some may argue that there were a range of factors involved, not least the impact of British appeasement. Candidates are likely to focus their attention on British policy towards Germany (Appeasement) and may focus on the late 1930s, discussing the 'encouragement' given to Hitler by the failure of Britain (and other great powers) to act over rearmament, the invasion of the Rhineland, the annexation of Austria, the issue of the Sudetenland and the Munich crisis and therefore suggest that Germany did not expect there to be resistance to the invasion of Poland. Candidates may balance their discussion of the role of British policy in the context of weakness or isolation in other democratic states. Some may argue that war broke out in 1939 because of Hitler's attack on Poland, but might argue that this was made possible or more likely by the Pact. Candidates might suggest that, having made guarantees to Poland the west had little alternative, although some might comment on Chamberlain's attempts to avoid a declaration of war.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
13	<p>To what extent did the 1905 Revolution undermine the power of Tsar Nicholas II? At the higher levels candidates will need to address 'to what extent' and not simply provide a list of ways in which it was or was not undermined. Candidates may discuss the political repression that followed the October Manifesto and the Fundamental laws and the nullifying of the potential of the Duma as a check on Tsarism in order to argue that his powers were not undermined. They may point to these measures as ones that indicate the restoration of Tsarist authority. They may also point to the decline in agitation and the collapse in the membership of the RSDLP. They may also point to Stolypin's 'wager on the strong' as evidence of a different approach and the celebrations of the Romanov dynasty in 1912 of the Tsar's popularity that may suggest the restoration of power. However, they may also suggest that whilst there was comparative quiet in the period after 1906 stability was more apparent than real and that the pressures that brought about the revolutionary crisis of 1905 were still unresolved, that the events of the Revolution and its immediate aftermath had severely injured the Tsar's power and that the Tsar had, in any case, to concede the existence of the Duma, however he limited its effectiveness. Candidates may consider the long term structural and political problems stemming from Russia's relative economic backwardness, the land problem and the peasantry, the social and economic issues relating to industrialization, the growth of political opposition and whether these affected his power. In assessing the degree of change candidates may contrast the promise of political and socio-economic change promised by the October Manifesto and the agrarian reforms of Stolypin. In relation to the former candidates may well argue that the constitution of 1906 was little more than a fig-leaf of liberal reform covering the nakedness of Tsarist autocracy, pointing to the powerlessness of the Dumas and the political repression that followed the Revolution, further suggesting his power remained intact.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
14	<p>'Terror was the most important reason the Bolsheviks were able to consolidate their power in the period from 1921 to 1924.' How far do you agree?</p> <p>In order to reach the higher levels candidates will need to discuss the named factor, even if they wish to argue that it was not the most important factor. In considering the importance of terror candidates might discuss the use of the Secret Police, retribution squads and the role of Red Terror at the end of the Civil War, which might be linked to the Kronstadt Rising of 1921. Examiners will need to be aware of candidates whose answers focus solely on the Civil War period and do not go beyond 1921. Candidates should consider events and developments beyond this and therefore may look at the introduction of NEP following War Communism. The recovery of the economy under NEP helped to win support and also won over many Bolsheviks who had seen it as a return to capitalism. The ending of food shortages might also be considered by some and contrasted with the earlier famine and was needed in order to win over peasants, who could now sell surplus grain. Some might consider the ban on factionalism as a further way the Bolshevik leadership consolidated its power. There might be some mention that after the Civil War much organised opposition had been defeated and that the most serious problem for Lenin was within the party or from the armed forces and that the period saw this defeated with the crushing of Kronstadt and the ban on factionalism.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
15	<p>How important were the divisions and weaknesses among Stalin's opponents in enabling him to rise to power by 1929?</p> <p>In order to reach the higher levels candidates will need to discuss the named factor, even if they wish to argue that it was not the most important factor. Examiners should note that the question focuses on Stalin's rise to power by 1929 and therefore should not reward material that considers his consolidation of power in the 1930s. In discussing the named factor candidates might discuss Trotsky and his mismanagement of the situation; this might involve his absence from Lenin's funeral or his arrogance and the fear he created by his control of the Red Army, or his belief in exporting revolution. Candidates might also consider how Stalin was able to defeat both the left and right of the party by careful alliances and changing sides. They might argue that Stalin was able to ally with the right to defeat the left by allying with Trotsky, Kamenev and Zinoviev and then consider how he defeated his former allies. Some might argue that other factors, such as Stalin's position in office allowed him to rise to power, noting particularly his position as General Secretary, Commissar for Nationalities and head of the Workers' Inspectorate. There might be consideration of the failings of the opposition to have Lenin's testament read, which had condemned Stalin or of his image as a grey blur who could be controlled. Some might argue that it was Stalin's willingness to change and adapt his policies, over issues such as industrialisation and agriculture which allowed him to rise to power. There might be discussion of his use of propaganda, particularly the development of his link to Lenin.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
16	<p>'Economic difficulties were the most serious problem facing Italian governments in the period from 1896 to 1915.' How far do you agree?</p> <p>In order to reach the higher levels candidates will need to discuss the named factor, even if they wish to argue that it was not the most serious problem. Candidates will need to identify and assess the relative seriousness of a number of 'problems' facing Italian governments. In discussing the named factor candidates might point to the relative poverty of the south in comparison to the north, but they might also note that even though the north was more developed its levels of production were much lower than other areas of Europe. There might be discussion of the relative lack of raw materials, such as iron and coal, and a dependence on agriculture for much of Italy's exports. There might be some mention of the impact of the abolition of internal tariffs, which had a serious impact on industry in the south. Some might argue that social unrest was the most serious problem. Candidates may point to its most direct manifestations in the strikes, protests and violence that marks this period of Italian history from the violence of 1896 through to 'Red Week' in 1914. However, they may well argue that this visible unrest was a symptom of more serious underlying problems that faced the government, such as those associated with the widening North-South divide, the intense poverty of the south, illiteracy, poor health, the rising emigration (which helped as a safety valve, easing pressures), foreign economic competition, the political divisions between conservatives, liberals, Catholics and socialists, the limitations of the political system, the nationalist pressure for an active and imperial foreign policy. Candidates may argue that many problems were interlinked. There might be some discussion about the political problems, particularly the lack of democracy in practice and the lack of involvement of many in the political process, which caused alienation. Political instability was also a serious problem and some may note the rapid change in ministries. There might also be some consideration of the lack of unity that existed in practice and there might be reference to the north-south divide. This lack of unity was further compounded by failings in foreign and colonial policy, which might have united the country behind a successful conquest.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
17	<p>How far does social unrest explain Mussolini's rise to power by 1922?</p> <p>In order to reach the higher levels candidates will need to discuss the named factor, even if they wish to argue that it was not the most serious problem. In discussing the named factor candidates might consider the growth of socialism and its involvement in social unrest, particularly strikes, its electoral profile and the <i>biennio rosso</i> and the fears aroused amongst the middle and upper classes, the Church and the establishment by the 'red menace'. They may link such discussion to the impact of unemployment, inflation, post-war economic restructuring; problems in the countryside and the north-south divide to illustrate the potential scale of the threat. Some might consider the apparent failure of the liberal governments of Nitti and Giolitti to deal with problems effectively, the failure to gain a creditable peace settlement, the failure of <i>trasformismo</i>. Some might discuss the significance of Mussolini's political skills, the development of his ideas, his espousal of nationalism, his opportunism, his marshalling of fascism and his eye for propaganda. Mussolini was able to play on Italians' fears and pose as the man of action, for example the direct action Mussolini was willing to take against strikers and communists and therefore link this to social unrest. However, candidates may set these skills in the context of other factors that created the circumstances he was able to exploit. The legacy of nationalism; the attitude of the King and the establishment and the fateful decisions of 1922 may also be discussed. Mussolini and the Fascists were able to play on these fears and pose as the men of action - the direct action Mussolini was willing to take against strikers and communists (albeit after the main crisis had passed).</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
18	<p>To what extent were Mussolini's economic and social policies little more than propaganda?</p> <p>Candidates will need to identify and analyse a range of economic and social policies and assess whether they were anything more than propaganda – there may not be a strong distinction made between the social and economic policies. This can be done by measuring the policies against aims, results and/or context to judge their achievements. Candidates may discuss some of the following: education policy and the attempt to indoctrinate the young with fascist ideas (fascist culture and history were compulsory); the role of the <i>Balilla</i> and the 'Little Italian Girls'; the <i>Dopolovaro</i>; Corporativism; the Battle for grain; the Battle for births; the Battle for the lira; subsidies for industry; the Institute for the Recovery of Industry; the electrification of railways and the building of <i>autostrade</i>. Whilst the impact of social policy is not easily measured, candidates may argue that certainly there was a strong attempt to influence young minds, even if literacy rates did not improve markedly. Candidates may well point to some (superficial?) success in economic policy (draining of the Pontine Marshes, trains running on time, increase in wheat production, increase in electricity supply, etc). Such 'successes' may be set in the context of economic recovery that had begun before Mussolini came to power, the (early) onset of the slump, the adverse impact of the inflated value of the lira on exports and tourism, the inefficiencies encouraged by protectionism and state subsidies, the distortion of the economy by emphasis on certain products (eg wheat). They may also argue that economic policy enjoyed mixed success: corporativism tended to favour employers over workers; the battle for grain distorted the pattern of agriculture; the battle for births achieved only modest increases in birth rates; industry did benefit but Italy remained dependent on the import of raw materials; major railways and motorways were a propaganda success but minor lines and roads were neglected.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
19	<p>Assess the reasons for unrest in China between 1911 and 1934. However at the higher levels candidates must weigh up the relative importance of the reasons discussed in order to reach a balanced conclusion. There are a number of factors that candidates might discuss. Candidates may argue that the local power and the rivalry between warlords made it difficult for political stability to be established, but may suggest that this was significant because of other reasons. Candidates may argue that whilst the overthrow of the Manchu dynasty met little resistance, there was no consensus about what next and that there was no one source of power able to assert its authority in the short term. They may stress the 'sudden' nature of the revolution in 1911 and resulting power vacuum; the limited authority of any government; the impact of the ambitions of Yuan Shikai; the limited extent of support for Sun Zhongshan (Sun Yat-sen) and the Nationalists (party formed only in 1912); the significance of the 4 May Movement; the reorganization of the Guomindang; and the foundation of CCP. Candidates might argue that it was not until the 1920s that the nationalists were in a position to establish their authority and this always remained patchy, further adding to unrest. Some may argue that no really effective government was established until after 1949.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
20	<p>'The Nationalists were never able to establish effective power in China in the period from 1928 to 1949.' How far do you agree?</p> <p>At the higher levels candidates must consider the issue of 'effective power' and reach a judgement as to 'how far', not simply produce a list of factors for and against the statement. Effectiveness may be assessed in terms, for example, of aims, outcomes and the historical context Candidates may discuss some of the following aspects in relation to establishing effective Nationalist authority: the establishment of a Nationalist state symbolised by capital at Nanking (but varied extent of authority of Nationalists in areas away from key centres); the failure to deal with communists and the forced mutual action against Japan after 1937; relative authority in comparison to the warlord years; the impact of lack of democracy and corruption, the lack of popular support; the limited degree of economic progress (industry, transport) and the limitations of social reform (education, New Life Movement, women); the failure to help peasants. Candidates may argue that Jiang's main priority was to hold on to power and to crush the communists and that whilst he did the former, he failed in the latter and so nationalist authority remained compromised and less effective. Jiang and the Nationalists never enjoyed full control of China – any effectiveness 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>How far was the Chinese government able to achieve its domestic aims in the period between 1949 and the start of the Cultural Revolution in 1966?</p> <p>At the higher levels candidates will address 'how far' and not simply produce two lists of success and failures. Candidates need to identify and analyse a range of policies and assess their success; this can be done against aims, results and/or historical context. Candidates may consider some of the following policy areas: the establishment of communist rule including military rule and reunification campaigns, the use of terror, propaganda and the imposition of one party rule; the 'three' and 'five' 'anti-movements'; attacks on the middle classes and landlords; the first Five Year Plan; the Hundred Flowers Campaign; collectivisation; the Great Leap Forward. Candidates may well argue that the CCP managed to establish its authority effectively and achieved considerable successes but at a cost. The results of the first five year plan, for example, were impressive, but heavily dependent on Soviet aid and support; the middle classes were attacked and denounced and maybe a million landlords in the countryside were killed. They may argue that the Hundred Flowers Campaign backfired and had to be abandoned, thus failing to achieve its aims. Examiners should not credit answers that go on and discuss the Cultural Revolution.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
22	<p>How important was the legacy of the Treaty of Versailles in Hitler's rise to power?</p> <p>In order to reach the higher levels candidates will need to discuss the named factor, even if they wish to argue that it was not the most important reason in his rise to power. Candidates may suggest that the legacy of Versailles allowed Hitler to gain support as many Germans were opposed to its terms and welcomed his promise to overturn it. However, this may be contrasted with the failure of Hitler to gain support during the relative prosperous years of the 1920's suggesting that it was only a factor at a time of economic misfortune. Candidates may consider the impact of the Great Depression, candidates may suggest that the devastating collapse of the German economy not only created an atmosphere of despair, but also discredited the fragile Weimar democracy and its moderate parties which failed to respond adequately. They may also suggest that such a situation provided an opportunity for the two main extremist parties opposed to Weimar: the communists and the Nazis. However, they may also argue that it was the skill of the Nazis in exploiting this opportunity that best explains their rise (through their skillful propaganda, playing on people's fear of communism and hopes for a better future, through their apparent 'action' in dealing with communists on the street, through the charismatic appeal of their leader, Hitler, and so on). In addition they may point the finger at the failure of key political figures like von Papen, Schleicher and Hindenburg. There may be some discussion of back-stair intrigue, which ultimately brought Hitler into power.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
23	<p>How successful were Nazi social policies?</p> <p>At the higher levels candidates will need to focus on 'how successful' and not simply produce lists of success and failure. Candidates may discuss what the Nazis were aiming to do in their social policies and then assess the impact of those policies and whether they achieved their aims. Social policies include their policies towards children, education, women, workers and arguably race and the Church. Candidates may discuss some or all of these. Better candidates may discuss the overarching vision of the Nazis of a '<i>volksgemeinschaft</i>', or people's community, the desire to create a population indoctrinated with Nazi ideas that would lay the foundation for the thousand year Reich. Candidates may suggest that Nazi policies may have had the greatest impact on the young and least on the old, and may discuss the impact of particular policies (such as the attempts to encourage women to have children or produce the necessary martial qualities in the young). They may question the success of policies by reference, for example, to the growth of resistance in the young, for example.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
24	<p>'Division over currency was the most important reason for the creation of West Germany.' How far do you agree?</p> <p>In order to reach the higher levels candidates will need to discuss the named factor, even if they wish to argue that it was not the most important reason for the creation of West Germany. In discussing the named factor candidates may argue that currency reform was needed in order to effectively introduce western aid. The Soviet refusal to bring in currency reform was followed quickly by the introduction of two new currencies in the two zones, which effectively divided Germany. It also resulted in the increase in tensions and led to the Blockade and airlift which further hardened divisions, and thus played an important role in hardening attitudes. However, candidates will need to explain a number of reasons and assess their relative significance and linkages to score well. Candidates may also discuss some of the following issues: the Yalta Conference (Germany to be divided into zones of occupation), the Potsdam Conference (reparations issues), perceptions of Britain, USA, France and the Soviet Union on the future of Germany, wider context of Cold War developments (including Soviet consolidation in Eastern Europe, Truman Doctrine and Marshall Plan, Cominform and Comecon, communist coup in Czechoslovakia), the creation of a Soviet friendly 'Socialist Unity Party' (SED), creation of Bizonia, the Moscow Conference of Foreign Ministers (1947), the London Conference, the Berlin Blockade, NATO. Candidates may argue that because of Cold War tensions the creation of a divided Germany was almost inevitable.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
25	<p>How important was the Soviet consolidation of power in Eastern Europe in the development of the Cold War between 1945 and 1948?</p> <p>In order to reach the higher levels candidates will need to discuss the named factor, even if they wish to argue that it was not the most important reason for the development of the Cold War. In discussing the named factor candidates might argue that Soviet occupation and consolidation of power in Eastern Europe, even as a buffer, caused concerns in the west as Russian influence and control spread. Some might note the large number of Russian forces in the area, whilst other might point to the further collapse of trust between East and West as the promises of free elections were ignored and the use of salami tactics was implemented. Candidates may also discuss American policy in general or focus on the Truman doctrine and Marshall Aid. Candidates may consider the role of other factors, such as: the position in 1945 (Yalta, Potsdam and end of war, position of Allied forces), ideological differences as the context, divisions over Poland, Germany etc, Churchill's 'Iron Curtain' speech, Cominform, Czechoslovakia and developments in Germany and Berlin. Some may argue that the development of the Cold War was Stalin's responsibility, candidates may point to his concern for the security of the Soviet Union against invasion from the West and link this to the consolidation of power in Eastern Europe, the desire for reparations and for friendly neighbouring governments. Communist governments were the best guarantee of this, hence the consolidation of power and this explains much about Soviet policy between 1945 and 49.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
26	<p>Assess the impact of the New Cold War (1979-85) on Ostpolitik.</p> <p>There are a number of issues that candidates might discuss, but in order to reach the higher levels they must weigh up the relative importance of the factors discussed and not simply produce a list. The New Cold war began with the USSR's invasion of Afghanistan. Germany became the centre for an increased conflict over nuclear weapons, which increased tensions with the USSR. This had followed a period when West Germany had improved its relations with East Germany, with Willi Brandt negotiating with them and the Eastern Bloc, signing the Moscow Treaty, Basic Treaty and the Prague Treaty (all of which can be seen as part of the Ostpolitik), which were reinforced by generous loans from West Germany to the DDR. The arguments over nuclear weapons centred on INF and tensions were made worse as the USSR faced a major leadership crisis, with Brezhnev ill by 1980 and followed in quick succession by Andropov and Chernenko, it was only with Gorbachev, in 1985, tensions began to ease. Therefore, the international tensions that had eased with Ostpolitik, which reached the high-water mark at Helsinki in 1975, were reignited. There may also be some discussion of Reagan's attitudes and particularly the idea of SDI, which would have made Soviet missiles ineffective. It was a combination of these factors that meant Germany became again the centre of renewed military conflict. Some may also consider how much of the achievements made under Ostpolitik survived the Second Cold War.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
27	<p>'The reunification of Germany was the most important consequence of the collapse of Soviet power in Eastern Europe.' How far do you agree?</p> <p>In order to reach the higher levels candidates will need to discuss the named factor, even if they wish to argue that it was not the most important. In discussing the named factor candidates might consider the impact of a reunified Germany for the west and east, the reunification was a visible sign that the Cold war was over, an indication of the break-up of the Soviet Union. Some may argue that it was little more than symbolic and that closer co-operation through Ostpolitik was already present. Some may discuss the problems this created and consider the economic problems associated with reunification. In discussing other factors, candidates may argue that political chaos was the most important immediate and short-term consequence of the Soviet Union's political collapse along with the collapse of the Soviet economic system. In Eastern Europe new democratic structures had to be created and societies needed to adjust to multi-party democratic systems whilst coping with the economic problems of adjustment to capitalism and nationalist pressures. Some may argue economic problems pre-dated Soviet collapse, but certainly unemployment and dislocated trade were a feature in many states. Candidates may argue that in the longer term there were other consequences as Soviet control collapsed associated with nationalism (in the break-up of Czechoslovakia, for example). Candidates may also link the civil war in the former Yugoslavia to the collapse of Soviet support for the Yugoslav republic, and could mention the violence in Romania that accompanied the fall of Ceaucescu. 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 towards authoritarian and nationalist regimes. Elsewhere they may point to the closer links and economic and political cooperation with the West (requests to join NATO and the EU). Candidates need to identify and analyses a range of consequences and evaluate their relative significance and/or linkages. Candidates may place their discussion of the context of the loosening of Communist Party control within the Soviet Union under Gorbachev's policies of <i>glasnost</i> and <i>perestroika</i> and date their treatment of the question from the formal surrender of Communist power in February 1990. Candidates may point to the disintegration of the Soviet Union as the Baltic States, Georgia and others bid for independence; the attempted coup against Gorbachev and the rise of Yeltsin (elected president of the Russian republic); the continued collapse of the economy and food rationing; the independence of the Ukraine; the creation of the</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
	Commonwealth of Independent States and Gorbachev's resignation which signalled the formal end of the Soviet Union; the freedom of the media and political life; Yelstin's economic 'shock programme' and the economic and social problems of the 1990s. Candidates may distinguish between political, social and economic consequences and between the immediate and longer term consequences		

Question	Answer	Marks	Guidance
28	<p>How important was the role of the USA in the creation of Israel in 1948?</p> <p>Candidates must deal adequately with the given factor even if they wish to argue that other factors were as or more significant. Candidates may argue that Zionists knew they needed the support of the USA in order to put pressure on other states, particularly Britain, to agree to a separate Jewish state. The number of Jews in the USA meant that pressure could be put on the US government, many were Zionists convinced of the need for a Jewish state for the refugees who had survived the Holocaust. There might be mention of the Biltmore Declaration, the propaganda campaign in America and the subsequent pressure from Truman on the British government to allow 100,000 Jewish refugees into Palestine. In relation to the Zionist movement, candidates may point to the origins of the modern desire for a Palestinian homeland for the Jews (e.g. Herzl and the World Zionist Organisation), the encouragement of Jewish immigration to Palestine during the British Mandate, developing Arab-Zionist tensions, the actions of the Irgun and Stern Gang, Ben Gurion and the Jewish Agency, and fighting with the Arab League. Such discussion may be balanced against other factors such as the attitudes and policies of Britain, the impact of the Second World War and the holocaust. Candidates may argue that although the Zionists did much to press for the creation of a Jewish Homeland, their more extremist elements and their attitudes towards Arabs and their terrorist actions made the creation of a Jewish state more difficult and also alienated opinion.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
29	<p>How successful were Sadat's policies towards Israel?</p> <p>At the higher levels candidates will need to address the issue of 'how successful' and not simply produce two lists of success and failures. Candidates might identify Sadat's aims and judge his policies against them. Candidates might place the conflict between Egypt and/or Arab states in context in order to judge the success of Sadat. Nasser had failed to dislodge the Israeli's and cities on the Canal were regularly hit by Israeli guns. Sadat was aware that the fighting was draining Egypt of money and morale, Egypt had to keep nearly a million men ready to fight. Peace was needed to clear the Suez Canal. Sadat promised to settle the conflict with Israel by the end of 1971. He was prepared to recognise the state of Israel, to regain lost land, but Israel were not prepared to discuss it. He was also unable to win US support and influence against Israel. Sadat was able to secure aircraft and arms from the Soviet Union, but they would not provide the equipment needed for an attack, the Soviets could also not exert leverage on Israel. As a result Sadat prepared for war, but after initial success this was a disaster, Israel threatened Cairo. However, the use of oil as a diplomatic weapon was a success. The war had also shown in the initial stages that Israel was not invincible. Sadat had also broken the international stalemate and forced a change in US policy as the US was now more friendly towards Arab states because of the problem of oil supplies and therefore more willing to force Israel into peace talks. This resulted in the 'shuttle diplomacy' of 1973-5 and it resulted in Israeli withdrawal from Suez and parts of the Golan heights. The Canal was reopened in 1975. He was also able to bring peace with Israel, culminating in 1978 Camp David and the Treaty of Washington, with Israel withdrawing from Sinai. Sadat had been successful in securing Egypt's interests, but the Arab world saw things differently and believed he had broken rank. Arab states cut off relations, moved the headquarters of the Arab league to Tunisia. Even among some more militant Islamic Egyptians there was dissatisfaction and Sadat was assassinated in 1981.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
30	<p>Assess the reasons for international involvement in the Iran-Iraq war 1980-88. At the higher levels candidates will need to evaluate the relative importance of the reasons for foreign involvement and not simply provide a list of reasons. Most Arab states supported Iraq as they feared that Iranian forces might cross the border to liberate Iraqi Shiites and establish an Iraqi state loyal to Khomeini. They intervened because they were opposed to the spread of Iran's revolutionary version of a Shiite state; the war had widened the divide between Shiites and Sunnis. The states closest to Iran did not support the Islamic Revolution, except among the Shiite minority. The war had revived the historic animosity between Arabs and Persians. Saudi Arabia and other small oil-rich Gulf States, along with Egypt and Jordan, supported Iraq and supplied money and arms. Syria, however, supported Iran because of its hostility to Iraq. The Western powers were hostile to the new regime in Iran, as was the USSR. The Iranian threat to Baghdad also increased US aid to Iraq. There was concern about Iran controlling oil supplies and the fear they could control oil prices. There was concern that an Iranian victory would lead to the collapse of pro-Western states in the area. The powers were interested because much of the war focused on the Gulf, where oil supplies were carried and this became a big concern when the Iranian's cut off Iraq's access to the Gulf through the Shatt al-Arab waterway; it was the US who provided protection for Iraqi shipping and destroyed much of the Iranian navy.</p>	50	No set answer is looked for but candidates will need to answer the question.

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