

Advanced GCE

GCE HISTORY A

F966: *Historical Themes*

Option B: *Modern 1789-1997*

F966 QP

Specimen Paper

Morning/Afternoon

Time: 2 hours

Additional Materials: Answer Booklet (8 pages)



INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces provided on the answer book.
- Write your answers on the separate answer book provided.
- Answer any **two** questions

INFORMATION FOR CANDIDATES

- This paper contains questions on the following six Themes:
 - The Challenge of German Nationalism 1789-1919
 - The Changing Nature of Warfare 1792-1945
 - Britain and Ireland 1798-1921
 - Russian Dictatorship 1855-1964
 - Civil Rights in the USA 1865-1992
 - The Development of Democracy in Britain 1868-1997
- Each Theme has three questions. You may select your **two** questions from any one Theme or from any two Themes.
- Every question is marked out of **60**.
- You should write in continuous prose and are reminded of the need for clear and accurate writing, including structure of argument, grammar, punctuation and spelling.
- Candidates are expected to demonstrate understanding of the issues in **each** of their selected questions over a period of **at least a hundred years** (unless an individual question specifies a slightly shorter period).
- Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the **full breadth** of the period studied.

This document consists of **4** printed pages.

Answer any two questions from either one or two Themes

*Candidates are expected to demonstrate understanding of the issues in **each** of their selected questions over a period of **at least a hundred years** (unless an individual question specifies a slightly shorter period).*

*Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the **full breadth** of the period studied.*

Key Theme: The Challenge of German Nationalism 1789-1919

- 1 To what extent was German nationalism consistently a popular cause throughout the period from 1789 to 1919? [60]
- 2 How far do you agree with the view that Kaiser William II managed German nationalism more effectively than Metternich and Bismarck? [60]
- 3 Assess the reasons for Prussia's changing relationship with the other German states in the period from 1789 to 1919? [60]

Key Theme: The Changing Nature of Warfare 1792-1945

- 4 To what extent were the quality and training of ordinary soldiers the main factors in the success of armies in the period from 1792 to 1945? [60]
- 5 Assess the impact of developments in communications and transport on the conduct of war in the period from 1792 to 1945. [60]
- 6 Assess how effectively states responded to the changing demands of warfare in the period from 1792 to 1945. [60]

Key Theme: Britain and Ireland 1798 - 1921

- 7 How far from 1800 to 1921 did constitutional nationalism succeed in achieving reform within and of the Union? [60]
- 8 To what extent did British policy towards Ireland change from 1798 to 1921? [60]
- 9 How far did the Irish economy hinder or help the cause of Irish nationalism in the period from 1790 to 1921? [60]

Key Theme: Russia and its Rulers 1855 – 1964

- 10 How different socially and economically was Tsarist Russia (1855-1917) from Communist Russia (1918-1964)? [60]
- 11 Lenin described the Tsarist Russian Empire as a 'prison of the peoples'. To what extent could that verdict be equally applied to Russia throughout the period from 1855 to 1964? [60]
- 12 How effective was opposition to governments in Russia throughout the period from 1855 to 1964? [60]

Key Theme: Civil Rights in the USA 1865-1992

- 13 How far did US presidents hinder rather than help the development of African American civil rights in the period from 1865 to 1992? [60]
- 14 To what extent were the 1890s the main turning-point in the development of trade union and labour rights in the period from 1865 to 1992? [60]
- 15 'The concept of the "melting pot" did not apply to Native Americans throughout the period from 1865 to 1992.' How far do you agree with this view? [60]

Key Theme: The Development of Democracy in Britain 1868-1997

- 16 Assess the reasons for the changing fortunes of the Conservative party during the period from 1868 to 1997. [60]
- 17 To what extent were changes to both the House of Commons and the House of Lords essential to the development of democracy during the period 1868 to 1997? [60]
- 18 'The change in the political role of women was very limited during the period 1868 to 1997.' How far do you agree? [60]

Paper Total [120]

SPECIMEN

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Specimen Mark Scheme

Each question is marked out of 60.

The maximum mark for this paper is 120.

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A2 UNIT F966 Historical Themes**Maximum mark 120 for this unit.****2 answers: Each maximum mark 60**

	A01a	A01b
IA	18-20	36-40
IB	16-17	32-35
II	14-15	28-31
III	12-13	24-27
IV	10-11	20-23
V	8-9	16-19
VI	4-7	8-15
VII	0-3	0-7

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) Candidates will demonstrate synoptic skills by drawing together appropriate techniques, knowledge and understanding to evaluate developments over the whole of the period

ASSESSMENT OBJECTIVES	AO1a	AO1b
Total mark for each question = 60	<p>Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.</p>	<p>Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of:</p> <ul style="list-style-type: none"> - key concepts such as causation, consequence, continuity, change and significance within an historical context; - the relationships between key features and characteristics of the periods studied
Level IA	<ul style="list-style-type: none"> • Uses a wide range of accurate 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;">18-20</p>	<ul style="list-style-type: none"> • Excellent understanding of key concepts (eg. continuity and change) relevant to analysis in their historical context • Excellent synthesis and synoptic assessment • Answer is consistently and relevantly analytical with developed explanations and supported judgements • May make unexpected but substantiated connections over the whole period <p style="text-align: center;">36-40</p>
Level IB	<ul style="list-style-type: none"> • Uses accurate and relevant evidence • Accurate use of a range of appropriate historical terminology • Answer is clearly structured and mostly coherent; communicates accurately and legibly <p style="text-align: center;">16-17</p>	<ul style="list-style-type: none"> • Very good level of understanding of key concepts (eg. continuity and change) in their historical context. • Answer is consistently focused on the question set • Very good level of explanation/ analysis, and provides supported judgements. • Very good synthesis and synoptic assessment of the whole period <p style="text-align: center;">32-35</p>
Level II	<ul style="list-style-type: none"> • Uses mostly accurate and relevant evidence • 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;">14-15</p>	<ul style="list-style-type: none"> • Good level of understanding of key concepts (eg. continuity and change) in their historical context • Good explanation/ analysis but overall judgements may be uneven • Answer is focused on the issues in the question set • Good synthesis and assessment of developments over most of the period <p style="text-align: center;">28-31</p>
Level III	<ul style="list-style-type: none"> • Uses relevant evidence 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 structured and coherent; writing is legible and communication is generally clear <p style="text-align: center;">12-13</p>	<ul style="list-style-type: none"> • Shows a sound understanding of key concepts, especially continuity and change, in their historical context • Most of the answer is focused on the question set • Answers may be a mixture of analysis and explanation but also description and narrative, but there may also be some uneven overall judgements; OR answers may provide more consistent analysis but the quality will be uneven and its support often general or thin • Answer assesses relevant factors but provides only a limited synthesis of developments over most of the period <p style="text-align: center;">24-27</p>

<p>Level IV</p>	<ul style="list-style-type: none"> • There is deployment of relevant knowledge but level/ accuracy will vary. • Some unclear and/or under-developed and/or disorganised sections • Mostly satisfactory level of communication <p style="text-align: center;">10-11</p>	<ul style="list-style-type: none"> • Satisfactory understanding of key concepts (eg. continuity and change) in their historical context • Satisfactory focus on the question set • Answer may be largely descriptive/ narratives of events, and links between this and analytical comments will typically be weak or unexplained • Makes limited synoptic judgements about developments over only part of the period <p style="text-align: center;">20-23</p>
<p>Level V</p>	<ul style="list-style-type: none"> • General and basic historical knowledge but also some irrelevant and inaccurate material • Often unclear and disorganised sections • Adequate level of communication but some weak prose passages <p style="text-align: center;">8-9</p>	<ul style="list-style-type: none"> • General understanding of key concepts (eg. continuity and change) in their historical context • Some understanding of the question but answers may focus on the topic and not address the question set OR provides an answer based on generalisation • Attempts an explanation but often general coupled with assertion, description / narrative • Very little synthesis or analysis and only part(s) of the period will be covered <p style="text-align: center;">16-19</p>
<p>Level VI</p>	<ul style="list-style-type: none"> • Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy • Answers may have little organisation or structure • Weak use of English and poor organisation <p style="text-align: center;">4-7</p>	<ul style="list-style-type: none"> • Very little understanding of key concepts (eg. continuity and change) in their historical context • Limited perhaps brief explanation • Mainly assertion, description / narrative • Some understanding of the topic but not the question's requirements <p style="text-align: center;">8-15</p>
<p>Level VII</p>	<ul style="list-style-type: none"> • Little relevant or 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"> • Weak understanding of key concepts (eg. continuity and change) in their historical context • No explanation • Assertion, description / narrative predominate • Weak understanding of the topic or of the question's requirements <p style="text-align: center;">0-7</p>

Question Number	Answer	Max Mark
1.	<p>To what extent was German nationalism consistently a popular cause throughout the period from 1789 to 1919?</p> <p><u>Focus: Evaluation of the popular appeal of nationalism in the period 1789-1919</u></p> <p>Candidates should focus on ‘to what extent’, ‘German nationalism’, ‘consistently’ and ‘popular cause’ in their answers in an attempt to evaluate the popular appeal of nationalism in this period. They should evaluate the extent to which nationalism had popular appeal and demonstrate awareness that such appeal was not uniform but fluctuated. Candidates may demonstrate that concepts of romantic nationalism had a limited intellectual appeal in the early years. They could consider the extent to which nationalism appealed to the people at various times, for instance, in 1789, 1815, 1848, 1871 and 1914. Candidates may choose to demonstrate that the mass appeal of nationalism may be compared to the mass appeal of other philosophies such as socialism or liberalism. For example, the growing industrialization of Prussia and the German Empire was mirrored by the growing mass appeal of socialism, an appeal that proved relatively immune to either appeasement, in the form of state socialism, or repression. Candidates may well demonstrate that they understand that Wilhelmine Germany increasingly looked to harness nationalist yearnings through a populist foreign policy in order to distract the masses from social discontent. Distress from the winter of 1916/17 onwards, and defeat in 1918, led to the socialist uprisings of late 1918 and early 1919 and to the establishment of a republic. Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
2.	<p>How far do you agree with the view that Kaiser William II managed German nationalism more effectively than Metternich and Bismarck?</p> <p><u>Focus: Evaluation of the management of German nationalism in this period by Metternich, Bismarck and William II.</u></p> <p>Candidates must address the theme over the full period. Candidates should focus on how effectively Metternich, Bismarck and William II managed German nationalism. They will undoubtedly be more successful if they define 'managed' in their answer. Candidates might define the ways in which the three were (or were not) effective: for example in controlling, harnessing or using nationalism. Clearly all three had different aims and different circumstances, which could enable candidates to make convincing cases for all of them. By 1848/49 no leader of the nationalist movement with mass appeal emerged. From 1809 to 1848 the nationalist movement was too weak to challenge the Metternich System; arguably this demonstrates Metternich's effective control over German nationalists. Equally Metternich fled Vienna in 1848, though his downfall was hardly dominated by German nationalism. Many candidates may argue in favour of Bismarck because of his critical role in the 1860s in the creation of the Second Reich; they may argue that he managed German nationalism by hijacking the nationalist cause for Prussia's ends. This too could be considered effective management of German nationalism. William II's search for world power was undoubtedly populist, mirroring the development of radical nationalism but it placed Germany in a vulnerable and dangerous position. The ultimate outcome of his policies was defeat in the Great War and humiliation at Versailles.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	<p>[60]</p>

Question Number	Answer	Max Mark
3.	<p>Assess the reasons for Prussia's changing relationship with the other German states in the period from 1789 to 1919.</p> <p><u>Focus: Evaluation of the reasons for Prussia's changing relationship with the other German states in this period</u></p> <p>Candidates may well focus on the reasons why Prussia was less successful in dominating the German states because of Austria's dominance of Germany in the first half of the period 1789 to 1865. They may also demonstrate understanding of the reasons for Austria's replacement by Prussia as the dominant German power from 1866. In terms of the earlier period, Prussia's involvement in the Napoleonic Wars, the impact of decisions taken at Vienna and Austria's role within the Diet might be usefully discussed. The role and influence of Metternich through to 1848 could be usefully explored. Candidates may well wish to discuss how Austria was able to regain control, imposing the 'humiliation' of Olmütz of 1850 after the revolutions of 1848/49 and the attempted establishment by Prussia of the Erfurt Union. Candidates should be able to explain why the balance of power within Germany was actually changing and how Olmütz probably represents Austria's last assertion of dominance. The importance of economic factors on developments, for example the impact of the Zollverein after 1834 in developing Prussia's economic strength and Prussia's eventual dominance over the German states and gaining of the leadership of Germany, might usefully be explained. Candidates should understand how developments in the economy in the 1850s paved the way for the military victories of 1864, 1866 and 1870/71. Military strength depended upon economic strength. The role played by Bismarck will almost certainly be highlighted by many candidates in terms of explaining the reasons for Prussia's dominance over the creation and development of the Empire. How the Constitution enabled Prussia's domination of the other German states after 1871 could usefully be explored as could the leadership of Kaiser William II.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
4.	<p>To what extent were the quality and training of ordinary soldiers the <u>main</u> factors in the success of armies in the period from 1792 to 1945?</p> <p><u>Focus: Evaluation of the impact of specific factors in warfare</u></p> <p>There are plenty of armies in the period that had high levels of 'quality and training of ordinary soldiers'. Examples might include the French <i>Grande Armée</i> in the period 1805-07, the British army at any time in the period – even the Crimean War - but especially the BEF of 1914, and the <i>Wehrmacht</i> between 1939 and 1945. Discussion supported by such examples might address 'quality' such as élan, junior leadership or motivation, and 'training' in battlefield tactics, drill, discipline and doctrine. Placed in the right context, the quality and training of soldiers could be used as an argument for success by armies when in difficult situations – outnumbered, fighting on disadvantageous battlefields, etc. On the other hand, candidates might point to armies being successful without high levels of quality and training. Candidates might point to 'national characteristics' such as the stoic resistance of Russian troops virtually throughout the period. Another line of enquiry would be the use of masses of poorly trained, low quality troops on the battlefield, a factor that became ever more common with the introduction of mass conscription as the period went on. Candidates might discuss the effectiveness of methods by which armies prepared a conscript army for war, a good example would be the Prussian and, subsequently, German armies. Candidates who want to discuss the American Civil War might point to the poor training but high levels of élan of some of the fighting units, mostly Confederate but also some Union – such as the Iron Brigade.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
5.	<p>Assess the impact of developments in communications and transport on the conduct of war in the period from 1792 to 1945. <u>Focus: Evaluation of the impact of specific technologies on warfare.</u></p> <p>Both communications and transport must be addressed to move above Level III. Transport will probably concentrate on the application of steam power in the form of railways (and steam ships where their use applies to land warfare – the Crimean War, for example) and the use of aircraft carriers to transport troops in World War Two. The response must use this knowledge in an analytical fashion with focus on specific demands of the question set. Examples might be rapid strategic movement, the ability to mobilize large numbers of soldiers, its impact on concentration of force. The obvious examples are the 1866 Austro-Prussian War, the opening months of World War One, and the German blitzkrieg in 1939. Better candidates might argue that the railway only took armies so far and once separated from rail networks soldiers moved as fast as their 18th century forebears had done. We might also expect discussion of the impact of the internal combustion engine in WWI and WWII (lorries, tanks and aircraft). Here many of the comments for rail apply to motorized troops. For tanks and aircraft we might expect some discussion of use in battle. For pre-steam technologies use of waterways to transport troops or mass use of horse drawn carts were important. The former was a common feature of war in the late 18th and early 19th centuries. Communications will probably concentrate on the developments of the second half of the period, referring to the telegraph, telephone and radio. Telegraph first starts to make an impact with the Crimean War; with the telephone we move to the Boer War and Russo-Japanese War; radio is a feature of the World Wars. There are obvious applications of evidence from the American Civil War to both parts of the question.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
6.	<p>Assess how effectively states responded to the changing demands of warfare in the period from 1792 to 1945. <u>Focus: Evaluation of state support for war</u></p> <p>The question asks candidates to discuss the changing demands of warfare on the state and by implication the changing nature of warfare. The expansion of the size of war both chronologically and geographically at the start of the period with the Revolutionary and Napoleonic Wars and the subsequent need for larger armies in turn prompted the use of conscription and the need to provide the means to wage war – munitions, weapons and food. The same issues apply to the American Civil War and to the 20th century wars. The wars of the middle part of the 19th century were less far reaching, often lasting for short periods of time and being confined to relatively small theatres of operation. Candidates might argue that some states found the new challenges of war difficult to meet and discuss why this was the case and the impact on effective war fighting. Austria in 1859 and 1866 and especially the combatant powers of the Crimean War are examples. Some states found difficulties meeting the demands posed in the question. Examples might be the <i>ancien régime</i> states opposing the French until perhaps 1890 or the allied war effort in the Crimean War. Germany, Britain and USSR would be valid examples of states that adapted to the needs of war in both the First and Second World Wars with varying results.</p>	[60]
7.	<p>How far from 1800 to 1921 did constitutional nationalism succeed in achieving reform within and of the Union? <u>Focus: Evaluation of constitutional nationalism's reform achievements</u></p> <p>Candidates will need to be aware of the main constitutional groups of the period – Grattan, the phases of O'Connell's campaign, Butt, Parnell, Redmond, etc., and their achievements in the political, religious and economic spheres. No set route is to be expected. A possible line of argument is to look at relative religious success within the Union (Emancipation in 1829, Tithes in 1836, Disestablishment in 1869) some economic success in the second half of the period (the Land Acts and the means by which they were achieved) and the mixed picture of political issues where the union itself would be decentralised (failure to achieve Home Rule in 1886, 1893 and 1914 but the opening up of offices religiously and in towns between 1829 and 1840, the organisation of a Parliamentary party in the 1830s and 1870s and its fate to 1918 and the extension of local government reform to Ireland at the end of the century). For any of these 'success' would need to be assessed especially whether it owed more to pressure from O'Connell and Parnell etc. or to other factors. Candidates could also focus usefully on events between 1918 and 1921. These saw the collapse of Constitutional Nationalism over the issue of a partitioned Ireland with Home Rule on offer to both North and South.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
8.	<p>To what extent did British policy towards Ireland change from 1798 to 1921?</p> <p><u>Focus: Evaluation of the consistency of British policy</u></p> <p>Candidates may well conclude that the British policy was consistent until 1916 or take a more nuanced approach looking at particular strands of policy to assess change over time – law and order, Ireland as part of the Empire, Ireland’s economic and financial relationship with the mainland, religious policy and the divisive issues of Home Rule. A useful starting point would be Pitt’s original aims in 1800. Governments remained opposed to political concession on the Union itself almost until 1920 and even then clung on to dominion status. They were, however, inconsistent, according to political complexion (and within parties) on whether Home Rule should be granted post-1886 and what form it should take (Gladstone and Asquith were reluctant to concede the essentials of control in their Home Rule Bills while Chamberlain and others looked to local government to effect changes of substance). There were many changes in religious policy – Pitt wanted emancipation; Peel did not, yet was forced into it. The Maynooth Grant was much criticised as working with the Catholic Church, as was Gladstone’s Disestablishment. Economic policy was evolutionary but, until the 1890s, attempted to apply mainland property rights, financial responsibilities (Poor Rates and Income Tax) and laissez faire in its dealings with Irish land and industry (Pitt to Gladstone). There followed a more interventionist approach under Balfour and Wyndham. On law and order Ireland always proved an exception – all governments until Asquith took a very firm line although one could point to an element of consensus on occasion, especially under Lloyd George. The rise of Ulster Unionism complicated law and order policy still further. Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	<p>[60]</p>

Question Number	Answer	Max Mark
9.	<p>How far did the Irish economy hinder or help the cause of Irish nationalism in the period from 1790 to 1921?</p> <p><u>Focus: Evaluation of the linkage between Irish nationalism and the economy</u></p> <p>Factors hindering linkage to Irish political causes would be agrarian grievances detracting from a political focus – Wolfe Tone’s rising, the Tithe Wars of the 1830s, the impact of the Famine, the loss of mainland backing for the Land League in the Land War, and its ambiguous relationship with the Home Rule Movement, the failure of Irish Socialism to find an adequate base in heavy industry (the Belfast-Dublin difference where workers were divided on sectarian lines) and the emergence of a successor ascendancy of small Catholic farmers who were conservative in their political outlook. Sinn Fein owed little to real economic grievance. Against this one could cite, throughout the period, a critique of British economic attitudes (exploitative and colonial) that fed a national grievance and could, if directed, provide large-scale backing (O’Connell’s Roman Catholic Association in the 1820s, Davitt’s Land League in the 1870s and 1880s and the Plan of Campaign). The Famine led, indirectly, to a diaspora of grievance which fed financially into the IRB and later revolutionary movements. Rising expectations post-1852 provided a sound base for land agitation and constitutional nationalism. However, it is difficult to see any nationalist linkage to the economy after 1903 unless one points to the consequence of the emergence of two separate economies (Ulster and the South) for different types of Irish nationalism (a point likely to be made by higher level candidates). Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
10.	<p>How different socially and economically was Tsarist Russia (1855-1917) from Communist Russia (1918-1964)?</p> <p><u>Focus: Evaluation of the similarities and differences between Russia's society and economy before and after 1917.</u></p> <p>Candidates should focus on the similarities and differences between Russia's society and economy under the Tsars and the Communists. Similarities could include the centralized control of the economy, for example during Witte's 'Great Spurt' and Stalin's Five Year Plans and Khrushchev's Seven Year Plan. The experience of industrialization for the people was predominantly grim, in the 1890s, 1930s and 1950s. Under both regimes the non-Russian peoples of the Empire were denied self-determination. Under both regimes the peasants were squeezed tight to finance industrialization, yet under both regimes there were periods of reform and improvement in the lives of the peasants. Differences might include the fate of the old elite and the destruction of the hierarchical and predominantly feudal nature of tsarist society. Similarly Khrushchev's approach to agriculture in the Virgin Lands scheme was more enlightened than collectivization under Stalin. Candidates might argue that society was rapidly changing within tsarist Russia, certainly from Emancipation and then during the reign of Nicholas II. They could also suggest that the communists became the new elite after 1917. Changes in education and the role of women and the role of the Orthodox Church could usefully be highlighted. Life under both regimes was similar but there are considerable differences of scale (e.g. in terms of economic progress). Candidates are not required to deal with all such issues but they are required to have demonstrated sustained judgment.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
11.	<p>Lenin described the Tsarist Russian Empire as a ‘prison of the peoples’. To what extent could that verdict be equally applied to Russia throughout the period from 1855 to 1964?</p> <p><u>Focus: Evaluation of the similarities and differences between the treatment of Russian subjects throughout the period</u></p> <p>Candidates should focus on the similarities and differences between the treatment of Russians and compare the repression of the people and the harsh treatment of opponents before and after 1917. One possible line of argument would be to suggest that the communists turned Russia into a much more ‘maximum security prison’ than their tsarist predecessors ruled over. A case could be made for arguing that the Russians exchanged an increasingly ineffectual and superannuated form of authoritarianism for a more ruthless and efficient twentieth century variant. Candidates could also compare the Russification of the minority peoples under the Tsars with the experience of the minority peoples after 1917. Candidates may well refer to the right of self-government promised by the Bolsheviks in 1917 but should display knowledge that, once the Civil War was won and control possible, the experience of self-government was extremely limited. Stalin’s Russification of his own native Georgia is one example of this; the experience of the Ukraine in the famine of the 1930s is another. The way in which the Nazi invaders in 1941 were initially greeted by some subjects as ‘liberators’ might be referred to. A contrast could be made between the institutionalised anti-semitism under the Tsars, especially under the influence of Pobedonostev and Plehve. However candidates may well realize that the establishment of Israel in 1948 also led to Stalin initiating anti-semitic policies.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
12.	<p>How effective was opposition to governments in Russia throughout the period from 1855 to 1964?</p> <p><u>Focus: Evaluation of the effectiveness of opposition</u></p> <p>Candidates should consider the effectiveness of opposition <u>throughout</u> the period, for example showing awareness that opposition was often ineffective under the Tsars rather than concentrating only on 1917 and suggesting simplistically that opposition was therefore much more effective under the tsars. However, candidates should focus on why the opposition to the tsars was ultimately more successful than the opponents of the communist regime. Candidates are likely to focus on the abdication of Nicholas II in 1917 and the reasons why the Romanov dynasty fell and are liable to consider other key events such as the assassination of Alexander II and the 1905 revolution. Comparisons will be made with the way the communist regime secured control in the period 1917-20, successfully defeating the counter-revolutionary opposition during this period. Why the opponents of the Stalinist regime, even from within the Communist Party, were so unsuccessful is likely to be discussed. Comparisons may be made between relative effectiveness of the rulers eg. Why Nicholas II was a much less efficient autocrat than Alexander III, or why Lenin, Stalin and Khrushchev were ultimately more efficient in crushing opposition than the Tsars had been. A comparative approach is liable to be more successful than a chronological one.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
13.	<p>How far did US presidents hinder rather than help the development of African American civil rights in the period from 1865 to 1992? <u>Focus: Assessment of the role of US presidents in the development of civil rights</u></p> <p>Candidates have the opportunity to discuss the role of US presidents in the development of African American civil rights. They can mention the role of Andrew Johnson who impeded the development of Radical Reconstruction which planned to offer full rights to AAs; under Grant Reconstruction saw the implementation of the 14th and 15th amendments and the suppression of White Supremacist groups such as the Ku Klux Klan. Hayes saw the end of Reconstruction and the imposition of white supremacist rule in the South. Under presidents Cleveland through to Wilson the development of segregation took place in the South without presidential interference. Changes occur under FDR with AAs receiving better rights under the New Deal agencies and in WWII; Truman desegregated the armed forces and made AA civil rights a government priority. Eisenhower tried to avoid supporting AA rights unless forced to do so. JFK and LBJ openly aided AA rights and were very important in supporting the civil rights movement. Nixon upheld 1960s legislation and court ruling which aided AA rights. Nixon's role was continued by Ford, Carter and Reagan.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
14.	<p>To what extent were the 1890s the main turning-point in the development of trade union and labour rights in the period from 1865 to 1992?</p> <p><u>Focus: Evaluation of the 1890s compared to other moments of change</u></p> <p>Candidates will be expected to explain the importance of the 1890s in the development of trade union rights. The majority of candidates may refer to the Homestead and Pullman strikes of the 1890s. These quite rightly can be regarded as watershed events. Homestead Strike, for example, ended the trade union claim for the concept of workers' rights within US companies. Both strikes stand out as examples of the use and support of Federal and State power against trade unions. The 1890s also saw the mass arrival of new immigrants from Europe. This helped split the US trade union movement between Old and New Immigrants. It also saw the growing division between skilled and unskilled labour. Finally, the 1890s saw the growth of trade union militancy, which resulted in the creation of the International Workers of the World (IWW). Candidates could counter the assertion in the question with reference to other potential main turning points such as:- the 1920s when Big Business with Federal Government support introduced no strike (yellow dog) contracts on unions. Unions faced Supreme Court and Federal Courts' judgements against collective bargaining. The New Deal era saw the Wagner Act give unions recognition and collective bargaining rights. The National Labour Standards Act gave unions arbitration rights, and the COI was created in 1936. The Second World War saw full employment and the war effort gave unions a major role in war industries under Federal protection. As a result union membership increased to its highest proportionate level in US history. Some candidates may refer to the 1960s and 1980s as alternative turning points but these must be set in the wider context of the whole period.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
15.	<p>'The concept of the "melting pot" did not apply to Native Americans throughout the period from 1865 to 1992.' How far do you agree with this view?</p> <p><u>Focus: Evaluation of the significance of the melting pot for Native Americans.</u></p> <p>Candidates will need to understand 'melting pot' as it applied to US history in the period (the concept that the USA successfully integrated people from a wide variety of ethnic backgrounds into the mainstream of US society). Answers may mention that, at the start of the period, Native Americans stood outside US society. US governments regarded each tribe as an independent, sovereign nation. As a result, Native Americans did not have civil rights like other Americans. In 1887 the Dawes Act gave citizenship to the Plains Indians, such as the Oglala/Dakota Sioux and Cheyenne. After 1887, attempts were made to integrate some Native Americans into US society through church schools. Many Native Americans were confined to Tribal Reservations. In 1924 all Native Americans were granted the right to claim US citizenship. However, social and economic exclusion remained – an issue picked up by the American Indian Movement in the 1960s and 1970s. By the 1990s some Native Americans had integrated into US society but others remained on the Tribal Reservations.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]
16.	<p>Assess the reasons for the changing fortunes of the Conservative party during the period from 1868 to 1997.</p> <p><u>Focus: Assessment of the reasons for the changing fortunes of the Conservative party.</u></p> <p>To achieve marks in the higher levels it is important for candidates to avoid listing factors. They should evaluate a range of issues by considering their relative importance. These might include the strength of leadership, the effectiveness of party organisation, particular events, trends in the economy, changing social structure and the ability of other parties to provide strong opposition. One line of argument might be that the Conservatives continued to be the major force in British politics throughout the whole period (or at least until 1993) mainly as a result of charismatic leadership and policies that had popular appeal. An alternative view would be that weak opposition allowed the Conservatives to retain power along with a fair amount of luck. More able candidates should provide balance to their answers by considering a range of internal and external influences on the progress of the party.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
17.	<p>To what extent were changes to both the House of Commons and the House of Lords <u>essential</u> to the development of democracy during the period 1868 to 1997?</p> <p><u>Focus: The significance of changes to the Houses of Parliament</u></p> <p>Candidates may argue that changes to the Houses of Parliament were essential but they have to be considered alongside other developments. Reforms to the Lords were more significant than those of the Commons. In particular, there is likely to be much discussion about the 1911 constitutional crisis and the reduction in the power of the Lords reinforced by the reform of 1948. However, there were important changes in the Commons as electoral reform (extensions to the franchise, redistribution of seats, 'secret voting') changed its composition. These seemed to have a positive impact on the development of democracy although other changes, such as the televising of parliament, were more contentious. Better candidates should be able to measure the importance of these changes against other developments such as the widening of the electorate, the emergence of new political parties, the changing role of the prime minister, educational reforms, the role of the mass media and the growth of pressure group activity. Merit should be given to those who challenge the idea of changes to parliament being essential in so far as it could be argued that other developments were far more important.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
18.	<p>'The change in the political role of women was very limited during the period 1868 to 1997.' How far do you agree?</p> <p><u>Focus: An assessment of the changing political role of women</u></p> <p>A number of candidates are likely to adopt the rather simplistic line of argument that when women eventually received the vote (1918 and 1928) then their political status improved considerably. This was added to by the rise in the number of female MPs starting with Nancy Astor (1919), the appointment of the first female cabinet minister (Margaret Bondfield, 1929), the first female peers being accepted in the House of Lords (1958), and the election of the first female prime minister (Margaret Thatcher, 1979). There were a significant number of other women who achieved significant political status throughout the period, including Ellen Wilkinson, Florence Horsburgh, Barbara Castle, Judith Hart and Shirley Williams. This approach is rather tokenistic and more able candidates should be able to provide a more balanced analysis and evaluation. This might acknowledge the advances made by women but is likely to indicate that in relative terms changes to the political status of women have been slow, arduous and quite limited. By the end of the period women were still underrepresented in parliament and in other areas of public activity such as trade union leadership, the organisation and management of pressure groups, the political press and local government. In general, the quality of responses is likely to hinge on how 'political' is defined and the breadth of knowledge and understanding candidates have about the historical role of women in British politics. Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]
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