Mark Scheme (Results)

Summer 2012

GCE History (6HI01/F)
Unit 1: Historical Themes in Breadth
Option F: The Expansion & Challenge
of Nationalism

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.

- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.

- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

  i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

  ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

  iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

GCE History Marking Guidance

Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

(i)   is relevant to the question and is explicitly related to the question's terms
(ii)   argues a case, when requested to do so
(iii)   is able to make the various distinctions required by the question
(iv)   has responded to all the various elements in the question
(v)   where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4 would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

Unit 1: Generic Level Descriptors
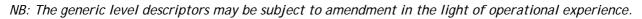
Target: AO1a and AO1b (13%)   **(30 marks)**
Essay - to present historical explanations and reach a judgement.

Level	Mark	Descriptor
1	1-6	Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements. **Low Level 1: 1-2 marks** The qualities of Level 1 are displayed; material is less convincing in its range and depth. **Mid Level 1: 3-4 marks** As per descriptor **High Level 1: 5-6 marks** The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
2	7-12	Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far. **Low Level 2: 7-8 marks** The qualities of Level 2 are displayed; material is less convincing in its range and depth. **Mid Level 2: 9-10 marks** As per descriptor **High Level 2: 11-12 marks** The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2. The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.

| 3 | 13-18 | Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be mostly accurate but it may lack depth and/or reference to the given factor.

Low Level 3: 13-14 marks
The qualities of Level 3 are displayed; material is less convincing in its range and depth.
Mid Level 3: 15-16 marks
As per descriptor
High Level 3: 17-18 marks
The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.

The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present. |
|---|---|---|
| 4 | 19-24 | Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.

Low Level 4: 19-20 marks
The qualities of Level 4 are displayed; material is less convincing in its range and depth.
Mid Level 4: 21-22 marks
As per descriptor
High Level 4: 23-24 marks
The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.

The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors. |

5	25-30	Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected which demonstrates some range and depth. **Low Level 5: 25-26 marks** The qualities of Level 5 are displayed; material is less convincing in its range and depth. **Mid Level 5: 27-28 marks** As per descriptor **High Level 5: 29-30 marks** The qualities of Level 5 are securely displayed; material is convincing in range and depth consistent with Level 5. The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication
Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

Unit 1 Assessment Grid

Question Number	AO1a and b Marks	Total marks for question
Q (a) or (b)	30	30
Q (a) or (b)	30	30
Total Marks	60	60
% Weighting	25%	25%

F1   The Road to Unification: Italy, c1815-70

Question Number	Indicative content	Mark
1	The question is focused on the failure of Italian liberal and nationalist revolutionaries in the years 1820-49, and requires an analysis of the extent to which this was primarily due to a lack of popular support. With the question covering a period of nearly thirty years it is probable that candidates will approach the question with reference to broad themes, but some answers may consider specific reasons for the failures of 1820-21, 1831 and 1848-49. In considering the lack of popular support candidates might refer to the failure of liberal and nationalist leaders and supporters to gain mass support for revolutionary change during the periods of attempted revolutions. With the exception of Sicily, there was little popular support from peasants and workers due to the middle-class nature of the moderate political, rather than social and economic, reforms desired, a lack of leadership and organisation and middle-class fears that mass action and participation in government by 'ordinary' people might lead to disorder. This lack of popular support meant that the revolutionaries were often too weak to consolidate initial gains when rulers fled in panic, for example, Modena and Parma in 1831, and unable to withstand subsequent Austrian and/or French intervention, as in the Papal States in 1832, leading to the return of rulers often to a popular reception. To evaluate the extent to which the failure of Italian revolutionaries was primarily due to a lack of popular support candidates might compare the given factor with other factors and/or suggest the primacy of a different factor. Other factors that might be considered include the localised nature of the revolutions, the moderate nature of middle-class demands leading to the ability of rulers to engineer their return, political differences between liberal and nationalist aims, a lack of leadership, a lack of military strength and the intervention of France and, particularly, Austria.

A simple narrative which describes the failures will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will have some explanatory focus, though there may be passages of narrative or descriptive material. Level 4 answers will analyse the role of the lack of popular support and other factors, although not always balanced. At Level 5 will be those who make some attempt to evaluate the given factor, perhaps suggesting that a lack of popular support weakened the ability of the revolutionaries to succeed but internal weaknesses in the revolutionary organisations and the strength of Austria were more important. | 30 |

Question Number	Indicative content	Mark
2	This question is focused on the role of the individual in the process of Italian unification in the years 1852-70, and requires an evaluation of the contribution of Cavour to this process. In considering the contribution of Cavour candidates might suggest that Cavour, as Prime	30

Minister from 1852, was responsible for the political, economic and diplomatic developments which led to Piedmont becoming the dominant Italian state and the driving force towards unification. Cavour's diplomatic skills won over Louis Napoleon to the cause of expelling Austria from Italy resulting in military action which saw Austria leave Lombardy in 1859. Through the political engineering of plebiscites, the occupation of the Papal States and persuading Victor Emmanuel to accept Naples and Sicily from Garibaldi in 1860 the Kingdom of Italy was created. Despite Cavour's death, in 1861, Italy was almost completely united apart from Venetia and Rome, whilst the development of the new kingdom followed the modernisation he had established in Piedmont. Some answers might counter this by suggesting that Cavour had little real interest in uniting Italy but in expanding Piedmont and that much of Cavour's involvement in the process of unification was influenced more by a reaction to the contribution of other individuals, such as Napoleon III's interference at Villafranca and Garibaldi's expedition to Sicily and Naples. To evaluate the significance of Cavour's contribution candidates might compare the role of other individuals, suggest the primacy of a different individual or consider changing significance over time. The specification/clarification specifically mentions Victor Emmanuel, Garibaldi and Pope Pius IX but candidates might also refer to Louis Napoleon/Napoleon III and Bismarck as making significant individual contributions.

A simple description of some of Cavour's contribution will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the significance of Cavour and/or other individuals, though there may be passages of narrative or descriptive material. Level 4 answers will provide a range of relevant material which supports an analysis of the significance of Cavour's individual contribution, although the answer may not be balanced. Answers at Level 5 will include some attempt to evaluate Cavour's contribution, and will draw reasoned conclusions on the question.

F2   The Unification of Germany, 1848-90

Question Number	Indicative content	Mark
3	The question is focused on the reasons for the failure of the Frankfurt Assembly and requires an analysis of the extent to which this was due to a lack of military power. The rapid success of German nationalist and liberal revolutions in 1848 led to the agreement of the rulers of several German states, including Prussia, Bavaria and Baden, to the creation of a German national parliament with the aim of achieving eventual German unification. A *Vorparlament* met in March 1848 and elections to an assembly at Frankfurt were held in May 1848. In June, despite internal disagreements, the Assembly claimed executive power within Germany offering leadership to Archduke John. However, without a military force of its own the Assembly was forced to rely on Prussian and Austrian forces to deal with issues such as non-German nationalities and the challenges of radicalism. During 1849 the Habsburgs regained control in the Austrian Empire and rejected nationalist aims. The Assembly offered a German crown to Friedrich Wilhelm of Prussia but this was rejected, resulting in the Assembly moving to Stuttgart where is was dispersed by Prussian troops in June 1849. In considering the lack of military force as a reason for failure, candidates might suggest that with such rapid success the revolutionaries were unable to organise an official defence force quickly enough to deal with the equally rapid emergence of challenges to the power of the Assembly. For example, Danish, Czech and Polish claims to 'German territory' and working-class reaction to their moderate reforms in Frankfurt and other states and cities, leading in turn to the use of both Prussian and Austrian troops to put down both emergences. This obvious lack of military defence may have in turn encouraged the resurgence of autocratic power in both Austria and Prussia themselves. To establish extent candidates might compare the given factor with other factors or suggest the primacy of a different factor. Other factors might include internal divisions over the nature of German unification and the extent of reform, challenges from non-German nationals and workers, the middle-class nature of the Assembly and the resurgence of Austria and Prussia.

A simple narrative description of the events of the Frankfurt Parliament will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will have some explanatory focus on the failure of the Frankfurt Parliament, though there may be passages of descriptive material. Level 4 answers will analyse the extent to which a lack of military force was responsible. At Level 5 will be those who make some attempt to evaluate the importance of a lack of military force, leading to a reasoned conclusion. | 30 |

Question Number	Indicative content	Mark
4	The question is focused on the process of German unification in the years 1862-71, and requires an evaluation of the significance of the Prussian defeat of	30

Austria in war in 1866 in this process. In considering the defeat of 1866 as a key turning point, candidates might refer to the consequence not only of the heavy military defeat of Austria but to the defeat of the states of the German confederation as well. The decisive military victory, which also underlined the economic dominance of Prussia, determined the creation of a potential *Kleindeutschland* solution to unity without Austria. The Treaty of Prague (August 1866) saw the end of the German Confederation, the annexation by Prussia of certain states and the creation of the North German Confederation. Within Prussia the victory led to the liberal movement becoming more supportive of Bismarck's desire for a strong German state and externally the re-alignment of the balance of power in Germany affected French confidence in such a way that it may have subsequently led to alliances with the southern German states, the outbreak of war with France in 1870 and the creation of the German Empire as a result of Prussian victory. To establish the significance of 1866 as the key turning point candidates may compare the consequences of 1866 with other events to establish the primacy of the given factor or suggest an alternative turning point. Other key points which might be mentioned are the appointment of Bismarck as Minister President of Prussian 1862, the consequences of the Gastein Convention in 1865, Austria's exclusion from the *Zollverein* in 1865, the Hohenzollern Crisis and the Ems Telegram in 1870 and the Franco-Prussian War of 1870.

A simple description of some of the consequences of the Austrian defeat or the process of unification will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the victory as a turning point, though there may be passages of narrative or descriptive material. Level 4 answers will provide a range of relevant material which supports an analysis of the extent to which the victory was a turning point. Answers at Level 5 will include some attempt to evaluate, and will draw reasoned conclusions on the question.

F3   The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896-1943

Question Number	Indicative content	Mark
5	The question is focused on the reasons for the collapse of the Liberal State in Italy in the 1920s, resulting in the establishment of a Fascist dictatorship. It requires an analysis of the extent to which the collapse was due to the rise of the Fascist Party (PNF). In considering the role of the rise of the Fascist Party, answers might refer to the development of a viable alternative to the 'liberal' politics of the previous fifty years, the emergence of Mussolini as a potentially strong leader after years of numerous changes, PNF policies which promised to deal with the problems caused by the 1915-18 war and the 'mutilated victory' and the PNF's willingness to take direct action against the 'red threat' to the Liberal State. Answers might suggest that, through a combination of violent and democratic action, the rise of the PNF undermined the Liberal State, leading to the appointment of Mussolini as Prime Minister and his subsequent creation of a dictatorship. To evaluate the extent to which the rise of the PNF was responsible for the collapse, candidates might compare the given factor with other factors, suggest the primacy of a different factor or consider changing influences over time. Other factors which might be considered are the long-term political and economic divisions within the Liberal State, the effects of the 1915-18 war and its 'peace', the threat from the left, the internal weaknesses of 'liberal' politics in Italy, a lack of 'liberal' leadership in the 1920s and the ultimate willingness of the political elites, including the king, to appoint Mussolini in 1922 despite a minority electoral vote for the PNF.

A simple description of some of the factors will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation of the collapse of the Liberal State will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse the reasons for the collapse with reference to the rise of the PNF, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the relative significance of a number of factors which were influential in contributing to the collapse. Answers might suggest, for example, that long-term problems aided the rise of the PNF, which further undermined the Liberal State and led to the appointment of Mussolini, but that it was the actions of Mussolini which ultimately led to the creation of a dictatorship. | 30 |

Question Number	Indicative content	Mark
6	The question is focused on the extent to which Mussolini was successful in increasing his popularity, and consequently the popularity of his regime, through an active foreign policy in the years 1922-41. A key aspect of Mussolini's active foreign policy was his belief that an increase in Italian international prestige and the expansion of Italian territory would bring greater popularity upon himself as *Il Duce* and his regime; foreign policy made headlines and, if successful, made excellent propaganda. In the 1920s Mussolini	30

hoped that a vigorous foreign policy could help to consolidate his popularity and power by creating an alliance with the nationalists, reversing the failure of the 'mutilated victory' and creating prestige for himself and Italy. During the 1920s Mussolini was relatively successful in increasing his popularity through his foreign policy such as the Corfu Incident in 1923, in particular the agreement to regain Fiume in 1924, events in Yugoslavia and Italian diplomacy during the Locarno negotiations. Regular diplomatic and treaty negotiations with France and Britain and other European states kept Mussolini in the news in the late 1920s and early 1930s as economic problems increased, and his 'success' in preventing Anschluss in 1934 followed by the creation of the Stresa Front in 1935 further increased his popularity. Following this earlier 'success' Mussolini mounted an invasion of Abyssinia in 1936, which was extremely popular in Italy itself. Despite his popularity being further enhanced through his role in the Sudeten discussions of 1938 and the invasion of Albania in 1939, the repercussions of the Abyssinian campaign led to some decline in popularity as Britain and France condemned the invasion and Mussolini was drawn towards a German alliance. The cost of the Abyssinian War and intervention in the Spanish Civil War combined with poor military effectiveness in Spain led to some discontent. When World War Two broke out in September 1939 Mussolini was forced to remain neutral owing to a lack of resources and the knowledge that a war would be unpopular in Italy. The decision finally to enter the war in 1940 led to a string of defeats in 1941 leading to the beginning of the end of Mussolini's rule.It is expected that candidates will concentrate on the extent to which Mussolini's foreign policy increased his popularity in Italy but focused responses that refer to his international popularity as well will be rewarded.

A simple description of some attempts to increase popularity through foreign policy will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address success in increasing popularity through the use of foreign policy, though there may be passages of narrative or descriptive material. Level 4 answers will provide a range of relevant material which supports an analysis of the extent to which Mussolini's foreign policy increased his popularity. Answers at Level 5 will include some attempt to evaluate success, perhaps with reference to change over time, and will draw reasoned conclusions on the question.

F4   Republicanism, Civil War and Francoism in Spain, 1931-75

Question Number	Indicative content	Mark
7	The question is focused on the reasons for the weakness of republican governments in Spain in the years 1931-36, and the extent to which this was due to the rapid reforms introduced by the new republic in 1931-32. The coalition government introduce a new Constitution supporting redistribution of property, secular education, civil marriage and divorce and the separation of Church and State. Further measures reduced the powers of the army, created a new internal police force for the republic and gave a degree of autonomy to Catalonia. Perhaps most controversially land reform began with reform of property, peasant and labourers' rights. In September 1932, the Agrarian Reform Law enabled state acquisition and redistribution of large agricultural estates and church land. In considering the effect of these rapid reforms on subsequent stability of republican governments to 1936, candidates might suggest that the reforms created a united conservative reaction, produced internal divisions and raised expectations that could not be fulfilled, leading to the fundamental weakness of the Second Republic to 1936. Candidates might suggest that the rapid reform united the deeply divided conservative opposition more quickly than might have occurred and led to the inability of the government to finance the reforms, resulting in unstable governments and social disorder. To evaluate the extent to which the rapid reforms were responsible for government weakness, candidates might compare the given factor with other factors and/or suggest the primacy of a different factor. Other factors that might be considered include political divisions between left and right, which already existed, the difficulties of maintaining coalition governments, internal divisions amongst the left, mistakes made by governments after 1936 and the anti-republican stance of the forces of conservatism despite reforms. A simple outline of the reforms or weaknesses will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation of republican government weakness will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse the role of rapid reforms 1931-32, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the relative significance of the period of rapid reform in contributing to the weaknesses of republican governments, reaching a well reasoned conclusion.	30

Question Number	Indicative content	Mark
8	The question is focused on the reasons for the Nationalist success in the Spanish Civil war, and requires an analysis of the extent to which this success was due to the superior military organisation of the Nationalists. Despite apparent Nationalist military superiority at the outbreak of the	30

war, the Nationalists had been unsuccessful in taking Madrid in 1937 and it was not until the summer of 1937 that the Nationalists began fully to take advantage of their domestic military resources and foreign support under the increasingly confident leadership of General Franco. 1937 to 1939 saw the increasing success of the Nationalist forces, resulting in the end of the war in March. In considering the significance of superior Nationalist military organisation, candidates might refer to initial military strength, such as the support of the officer corps and the Moroccan army, access to weapons and resources, the ability to restructure after initial failures in 1936-37, the leadership of the generals, particularly Franco, and the support of foreign powers who let the Spanish military control of most the weapons and men provided. This might be contrasted with the military organisation of the Republicans, who, although initially benefiting from popular enthusiasm, suffered from a lack of a trained officer corps, political rather than military leadership, a lack of access to resources, militia-style organisation, internal division and the interference of external supporters in military decisions. Answers might also suggest that other factors that contributed to the Nationalist success were more significant, including the leadership of Franco, divisions amongst the Republicans and the differing contributions from foreign powers, such as the 'non-intervention' of France and Britain and the intervention of Russia, Italy and Germany.

A simple outline of Nationalist military organisation will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation of Nationalist success and/or the significance of superior Nationalist military organisation will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse the reasons for Nationalist success with reference to military organisation, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the relative significance of superior Nationalist military organisation, reaching a well reasoned conclusion.

F5   Germany Divided and Reunited, 1945-91

Question Number	Indicative content	Mark
9	The question is focused on the reasons for the partition of Germany into two separate states in 1949 and requires an analysis of the extent to which the Berlin Crisis from June 1948 to May 1949 was responsible for the partition. In considering the role of the Berlin Crisis candidates might suggest that the Soviet Blockade of West Berlin created a permanent divide between the Cold War powers that was unlikely to be healed and persuaded many in west Germany that Adenauer's preference for integration in the west was a solution to post-war problems. By blockading Berlin, in response to currency reform in the Western sectors, the Soviets made it clear that separate economic development of the Russian sector would almost certainly be established. The response of the Western authorities was to co-ordinate their response, both practically and militarily integrating west Germany even more than previously and laying the groundwork for the Basic Law of May 1949, which created the FRG, and the creation of NATO. Answers might also suggest that the Berlin Crisis brought together all of the long-term factors creating divisions within Germany, so acting as the trigger to partition. Long-term factors might include increasing Cold War rivalry post-Potsdam, Soviet attempts to introduce communist-style government and economics in the east, US aid to the west as a result of the Truman Doctrine and Marshall Plan, the establishment of Bizonia and currency reforms in the west and Western encouragement of independent political development in the west. To establish the responsibility of the Berlin Crisis candidates might compare the given factor with or suggest the primacy of a different factor, such as one of the longer-term causes mentioned above. A simple descriptive outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt to explain the partition supported with some material will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the factors which led to partition, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate the responsibility of the Berlin Crisis, to reach a well reasoned conclusion.	30

Question Number	Indicative content	Mark
10	The question is focused on the methods used to maintain communist control of East Germany in the years 1949-89, and requires an analysis of the extent to which control was achieved mainly through the use of repressive government policies. As the question covers a period of forty years it is probable that candidates will approach the question by referring to broad themes using well chosen supporting evidence rather than detailed factual knowledge. In considering the role of repressive	30

government policies, candidates might refer to the continued and consistent use of repression across the whole period, the increase in repression during periods of unrest such as in June 1953 and in the early 1960s and the noticeable success of opposition groups in 1989 once repressive measures began to be lifted. From 1949 onwards the government of Walter Ulbricht introduced communist-style political and economic policies which were entrenched by repressive policies such as limited political freedom, the banning of social organisations, press-censorship, restriction on travel both between East and West Germany and other countries and most obviously the use of the Stasi (the Ministry for State Security) to scrutinise the day-to-day lives of ordinary people using a network of IMs, which numbered 300,000 by the mid-1980s. To evaluate the extent to which control relied on the use of repression, candidates might compare the given factor with other factors, suggest the primacy of a different factor or consider changing influences over time. Other reasons for control which might be considered are the relative economic progress of East Germany, especially after the building of the Berlin Wall in 1961, with the development of a 'niche' economy and society and better relations with the West leading to political apathy, and the influence of the Soviet Union in maintaining a consistent military presence and a willingness to intervene in disorder if the East Germans were unable to do so. Candidates might suggest that when the economy worsened in the 1980s and when Gorbachev withdrew Soviet support in the late 1980s communist control collapsed.

A simple descriptive outline of methods used to control East Germany will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. At Level 3 candidates will attempt to explain the role of repression and/or other factors, though there may be passages of free-standing narrative. At Level 4 answers will offer reasonable range and depth of accurate material, and will attempt an analytical focus on the importance of the use of repressive government policies. At Level 5 will be an attempt to evaluate the significance of repressive government policies in relation to other factors, and to draw secure conclusions on the question.

F6   The Middle East, 1945-2001: The State of Israel and Arab Nationalism

Question Number	Indicative content	Mark
11	The question is focused on the reasons for the Arab-Israeli conflict of 1948, and requires a consideration as to whether the creation of the state of Israel on 14 May 1948 was the fundamental cause of the war breaking out on the following day or the trigger event bringing together a series of long-term causes. In considering the extent to which creation of Israel was the trigger that set off the war, candidates might refer to a variety of factors leading to the attack from five different Arab states. Answers might refer to Arab and Jewish desire for a state in Palestine before World War II, British ineffectiveness in controlling the mandate after 1945, Arab reaction to US support for a Jewish state and Jewish terrorism, the UN vote for partition in November 1947, the existence of civil war in Palestine before and the effects of the growing refugee problem in surrounding Arab states in the months before May 1948. Candidates might suggest that the creation of Israel was, therefore, the final provocation and a clear threat to the sovereignty of established Arab states. Some answers may counter this by suggesting that the creation of Israel was the fundamental cause of the Arab-Israeli conflict. Answers might suggest that despite the growing tensions and outbreaks of violence before May the Arab states had directly intervened whilst the British, US and UN continued to have influence over events and so it was the creation of an independent Israel which caused direct intervention. An independent Israel also posed a threat to the control of the Arab sectors of Jerusalem, limited access to the Mediterranean and created the potential for internal instability with an increasing influx of Palestinian refugees into other Arab states. A simple outline of events leading to the outbreak of war will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation of the outbreak of the war and/or the role of the creation of the state of Israel will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse the significance of the creation of the Israeli state, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the relative significance of the creation of the Israeli state as a trigger event or a fundamental cause, reaching a well reasoned conclusion.	30

Question Number	Indicative content	Mark
12	The question is focused on the reasons for the outbreak and length of the Iraq-Iran War (1980-88 and the extent to which both were caused by Islamic religious divisions. Candidates are expected to consider both the outbreak and the longevity of the war but answers are not expected to provide an equal balance between the two. In 1979 a revolution took place in Iran leading the establishment of a Shiite Islamist state. The new state openly admitted a desire to spread this Islamist revolution to other states. Iraq was ruled by a completely secular government, but one which was largely controlled by Sunni Muslims under Saddam Hussein and had a large Shiite population. In 1980 Saddam Hussein attacked Iran. In considering the role of Islamic religious divisions in both the outbreak and the longevity of the war, candidates might suggest that both the Sunni/Shia splits between the two countries and secular versus Islamist politics contributed to the outbreak of the war. Saddam Hussein wished to maintain Sunni secular control of Iraq and the Shiite Islamist government of Iran determined Iraq as an obvious target for revolution. Candidates might suggest that the fear of the nature of the potential	30

repercussion to be meted out to the differing religious sides depending on which country was victorious and the greater foreign support for the Sunni secular government in Iraq prolonged the war. Some answers might counter this, however, with the argument that nationalist feeling seemed to be more important during the war with the minority groups on both sides failing to support the opposing state. To evaluate the extent to which religious division was responsible candidates might compare the given factor with other factors and/or suggest the primacy of a different. Other factors which might be considered as leading to the outbreak of the war might include traditional territorial boundary disputes, disputes over access to oil and the desire to take advantage of Iran's potentially weakened position in the aftermath of revolution. Whilst other factors which led to the longevity of the war might include the decline into a war of attrition, Iran's refusal to accept a conditional ceasefire, foreign involvement from the West, other Arab states and Russia and the strategic and economic importance of the area.

A simple narrative which describes the outbreak and events of the war will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will have some explanatory focus, though there may be passages of narrative or descriptive material. Level 4 answers will analyse the reasons for the outbreak and longevity. At Level 5 will be those who make some attempt to evaluate the significance of religious divisions, perhaps distinguishing between the outbreak and the longevity.

F7 From Second Reich to Third Reich: Germany 1918-45

Question Number	Indicative content	Mark
13	The question is focused on the reasons why electoral support for the Nazi Party increased in the years 1928-32, and the extent to which this was mainly due to the personal popularity of Hitler. In considering Hitler's popularity, answers might suggest that Hitler's oratory and apparent charismatic leadership skills attracted voters and that when this was combined with effective propaganda, skilful manipulation of the media and the willingness to speak frankly about the problems of Germany many people came to see Hitler as the man to lead Germany out of the instability of these years. To evaluate the extent to which Hitler's personal popularity was the main reason for increased electoral support candidates might compare the given factor with other factors and/or suggest the primacy of a different factor. Other factors that might be considered include the breadth of Nazi aims and promises, the use of propaganda, the economic and political instability of the Weimar Republic, antagonism towards left-wing alternatives and the lack of leadership from Weimar politicians. At the higher Levels, some candidates might suggest that the small decline in support for the Nazi Party in the November elections and December local elections of 1932, in apparent frustration with the Nazis inability to gain power and their increasing attempts to gain worker votes, shows that promises of stability rather than Hitler's personality were the root cause of support. Some answers may approach the question with reference to individual elections or to different types of election. A simple description of the reasons why the Nazis gained electoral support or Hitler's personal popularity will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation of the factors which caused increased electoral support will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse the significance of Hitler's personal popularity, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the factors, and reach a well reasoned conclusion.	30

Question Number	Indicative content	Mark
14	The question is focused on the reasons for the defeat of Germany in the Second World War, and requires an analysis of the extent to which this was due to the impact of the Allied bombing campaigns. In considering the impact of the Allied bombing campaigns, candidates may refer to the increased use of 'blanket bombing' of economic, and consequently civilian, targets after 1943 leading to increased economic problems and a decline in morale. Allied bombing led to the destruction of industrial resources and communications, prevented Germany from increasing arms production and diverted resources to anti-aircraft measures and the construction of underground industrial sites leading to an inability to	30

maintain total war. The effect on civilian morale after 1943 was more subtle, but secret reports carried out by the Nazi regime suggest that by 1944 the bombing did add to a growing lack of confidence in the government. Some answers may counter this by suggesting that Allied bombing did not significantly hinder economic production or undermine morale, in fact boosting Germany unity, and suggest other reasons. Other reasons which might be considered include the lack of preparation for the outbreak of war in 1939, particularly economic, the significance of events in 1941, growing failure in military campaigns from 1943, Hitler's increasingly weak and erratic leadership and Hitler's eventual desire to see Germany destroyed with his defeated regime.

A simple descriptive outline of some factors will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. At Level 3 candidates will attempt to explain the reasons for German defeat and/or the impact of German bombing, though there may be passages of free-standing narrative. At Level 4 answers will offer reasonable range and depth of accurate material, and will attempt an analytical focus on the reasons for the German defeat. At Level 5 will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question. At higher Levels, candidates may distinguish between the impact on the German infrastructure, German military and German civilians in the defeat.

Ofqual

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