



# GCSE

## History

---

**Session:** 2000 June  
**Type:** Report  
**Code:** 1607

**Oxford Cambridge and RSA Examinations**



**GENERAL CERTIFICATE OF SECONDARY EDUCATION**  
(former Midland Examining Group syllabus)

GCSE 1607  
GCSE 3607

# **HISTORY SYLLABUS B**

## **(MODERN WORLD)**

**REPORT ON COMPONENTS**  
**TAKEN IN JUNE 2000**



INVESTOR IN PEOPLE

OCR (Oxford, Cambridge and RSA Examinations) is a unitary awarding body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC. It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers.

This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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

© OCR 2000

Any enquiries about publications should be addressed to:

Publications  
OCR  
Mill Wharf  
Mill Street  
BIRMINGHAM  
B6 4BU

## HISTORY SYLLABUS B (MODERN WORLD)

### General Certificate of Secondary Education 1607

### General Certificate of Secondary Education (Short Course) 3607

<b>Component</b>	<b>Content</b>	<b>Page</b>
1607/01	History (Modern World) Paper One	1
1607/11	Germany, 1918-1945	8
1607/12	Russia, 1905-1941	13
1607/13	The USA, 1919-1941	18
1607/14	China, 1945-c.1990	23
1607/02	History (Modern World) Paper Two	25
1607/03	Coursework	35
*	Component Grade Threshold	

## **1607/01 History (Modern World)**

### **General Comments**

This year's paper differentiated well, producing a full range of marks from the candidates. The paper produced ample scope for the better candidates to make full use of their conceptual understanding and knowledge in order to answer the questions set at a very high level, whilst the weaker candidates were able to gain marks for basic description and the identification of reasons/factors. Once again this year there was much evidence of candidates who had been well prepared for the examination.

In Section A, the source-based questions were very well answered. However, two major weaknesses remain – firstly, responses to answers remain too lengthy and secondly, a minority of candidates still find difficulties in linking a valid interpretation to relevant surface details from the cartoon. It should be possible to make a valid interpretation from the cartoon and support it with relevant details in no more than a few lines. The (b) questions in Section A were well answered by the better candidates, but a significant number of candidates got no further than identifying reasons/consequences rather than explaining them.

In Sections B and C, the (a) questions were generally well answered. However, valuable time was wasted by some candidates with responses to these questions that were far too lengthy and contained irrelevant material. As a necessary component of examination preparation, candidates should be shown the mark schemes for these questions and examples of responses that have gained full marks from the Principal Examiner's Report. The (b) questions produced a wide range of responses, but many of the candidates made a real attempt to explain their answers. There were an increasing number of sound answers to the (c) questions which provided relevant explanation of reasons/factors accompanied by detailed supporting knowledge. Furthermore, there was also evidence that more candidates attempted to make reasoned judgements or to explain the inter-relationship between reasons/factors. This is an encouraging trend and is a clear indication of independent thinking on the part of a significant number of candidates and greater discussion of these higher levels of response in the classroom.

Once again this year the overwhelmingly popular questions were Q1 in Section A, either Q3 or Q4 in Section B and two of the three questions from the Germany, 1918-1945 Depth Study in Section C. The USA, 1919-1941, remains the second most popular optional Depth Study and is increasing in popularity, whilst a smaller number of Centres than last year chose Russia, 1905-1941. China, 1945-c.1990 still remains by far the least popular of the four optional Depth Studies.

The majority of candidates made full use of the two hours and there was little evidence of candidates failing or struggling to finish the paper. However, a significant number of candidates still did not use the time efficiently and produced long, rambling answers that were not focused on the question set. The attention of Centres is once again directed towards the importance of the Key Questions and Focus Points in the Syllabus as a vital component of both their teaching and

## *Report on Components taken in June 2000*

examination preparation of their candidates. This should lead to candidates using their time more effectively in producing thoughtful, well organised and detailed answers rather than answers that are swamped by content, sometimes of dubious relevance.

Rubric infringements dwindled significantly mainly because each optional Depth Study was presented as a separate paper for the first time this year, e.g. Paper 1607/11 contained Section A, Section B and Section C comprising only the Germany, 1918-1945, Depth Study. However, there was a corresponding increase in Centres entering their candidates for the wrong option. Centres need to ensure that the correct component code is selected so that it matches the optional Depth Study.

Finally, the annual plea on behalf of all those involved in examining this particular paper. Please would Centres observe the following administrative guidelines:

- (i) Centres should complete the attendance registers and ensure that the scripts are in the correct order;
- (ii) candidates should put the number of each question answered, in the order that they are answered, on the front of the script (there is usually a grid provided);
- (iii) candidates should ensure that single pages of their scripts are attached in the correct sequence;
- (iv) candidates should ensure that single or additional pages of their scripts are effectively attached (neither too loosely nor too tightly) – treasury tags are better than string.

### **Comments on Individual Questions**

#### **Section A**

- Q1 (a) This question was answered very well by the vast majority of candidates, who were able to make a valid interpretation of the cartoon and support it using relevant detail (Level 3). However, a minority of candidates referred only to the details of the cartoon (Level 1) or interpreted the cartoon without reference to relevant detail (Level 2). Many candidates still produced over-long responses containing much unnecessary information (e.g. comprehensive details of the Manchurian Crisis and detailed descriptions of the cartoon). An answer which was awarded full marks in Level 3 is given below.

*In this picture the cartoonist shows us the statues that represent what the League of Nations stands for. They look very imposing and it suggests that this is how the members of the League appear. In front of these statues, you have the members of the League cowering behind the Lytton report with Japan looking very unrepentant. I think that this cartoon is showing us that the League cannot cope with disputes between powerful nations. The cartoonist is suggesting that the League has no control, and that if a country goes against the League's orders, there is nothing the League can do.*

*The speech put in at the bottom is mocking the League as it is saying that Japan needs a 'good talking to' as if it were a naughty boy, not a nation.*

Q1 (b) Again this question was well answered. Better candidates were able to explain why the League of Nations failed in the 1930s (Level 3), whilst the weaker candidates were at least able to identify these reasons (Level 2). Many candidates wasted valuable time on this question by writing long descriptions of the invasions of Manchuria and Abyssinia, or setting their answers in the 1920s and including the successes of the League. An answer which was awarded full marks in Level 3 is given below.

*The League of Nations managed all right in the 1920s, but in the 1930s it failed. One of the main reasons for this was a fundamental reason:- The USA didn't join. In the 1920s this didn't matter so much as the disputes (e.g. the Aaland Islands – Sweden and Finland, Vilna-Lithuania and Poland) were minor ones. In the 1930s, however, Mussolini invaded Abyssinia and Japan invaded Manchuria. The League could issue orders, but it didn't have any way to enforce them. Two of the main members of the League – Britain and France – were involved in trouble with Hitler's Germany, and so didn't wish to get involved with the League's problems by providing soldiers.*

*Then Germany left the League. Now, with the absence of Italy, USA and Germany, the League was too weak to do anything.*

*The absence of these countries meant that the one thing the League could do in disputes – order economic sanctions – was useless, because one of the other countries would simply step in.*

*So over all, the reason the League failed was that it didn't have enough power to stand up to the bigger nations which was what was required in the 1930s.*

Q2 (a) This question was not as popular as Q1(a), but it was equally well answered. Most candidates used their contextual knowledge to produce a valid interpretation of the cartoon supported by relevant details (Level 3). Responses tended not to be over-long, but a common error was to mistake the 'Uncle Sam' figure in the cartoon for Roosevelt or Truman (not penalised). A summary of the mark scheme is given below.

Level 1	Use of surface features of the source	[1]
Level 2	Interpretation only	[2]
Level 3	Interpretation supported by the source	[3-4]

Q2 (b) This question produced a wide range of responses, although many tended to be weak in that candidates only had a vague understanding of the deterioration of US-Soviet relations as a consequence of the Marshall Plan. Many responses tended to be too general or identified consequences (Level 2) without explaining them. Some of the better candidates struggled to explain a second identified consequence (e.g. Comecon, buffer states, the Berlin Blockade, etc.).

An answer which was awarded full marks in Level 3 is given below.

*Marshall Plan did not improve American – Soviet relations.*

*The reason Marshall Plan was started was to stop the spread of communism. Many countries were in a state of economic crisis from World War Two and the USA was worried that these countries would vote for extremist parties in their desperation. If these countries were supplied with money and survived their crisis, then they were less likely to turn communist. The Soviet Union obviously didn't like the idea of the Marshall Plan as they were trying to spread communism.*

*Stalin was also suspicious of the Marshall Plan as it would mean that Europe would be flooded with US dollars, and countries would be more likely to trade with America. This was one of America's aims but it did not improve relations between the USA and the Soviet Union.*

## **Section B**

Q3 (a) This question was very well answered, either by candidates briefly stating the main limitations on Germany's armed forces as a result of the Treaty of Versailles or by describing some of them in a little more detail. Once again this year candidates wasted time on this question by adding irrelevant detail about reparations and territorial settlements. These (a) questions should always be answered **precisely and concisely**. An answer which was awarded full marks is given below.

*Germany's army was limited to 100,000 men and no conscription was allowed. No airforce was allowed, no submarines were allowed and the navy was limited.*

Q3 (b) Generally this question was answered well. Many candidates were able to reach Level 3 by identifying at least one of Wilson's hopes for the Paris Peace Settlement (e.g. the League of Nations, not treating Germany harshly, self-determination, etc.) and explaining it. Weaker candidates only managed to identify these points and, in some cases, digressed on to the attitudes of Clemenceau and Lloyd George which the question clearly did not ask for. An answer which was awarded full marks in Level 3 is given below.

*At the Paris Peace Conference, Wilson was hoping for a just peace. He didn't want Germany to be punished too severely and he wanted the world to be more united. He had a list of '14 points', which he wanted to see enforced.*

*These included:*

- *self determination – he felt that Italian speakers in Austria should be part of Italy, for example.*
- *no secret treaties*
- *the League of Nations to be set up. He felt that if this existed, nations wouldn't need secret treaties as they could bring their complaints to the League.*
- *Alsace-Lorraine to be returned to France.*

*Wilson had many other points but his basic aim was to ensure that there would never be another world war. He felt that if the countries and the people in them*



were happy there would not be another war. He also felt that the League would eliminate the need for secrecy, which caused distrust between countries. Self determination was meant to stop people being discontented with their country. Woodrow Wilson also wanted to help Germany recover economically from the war, as well as France. He didn't want some of the conditions eventually brought in as he felt that would ruin Germany, preventing her from recovery. Overall, this is what Wilson was hoping to achieve.

Q3 (c) This question produced a wide range of responses. However, many candidates did not make the best use of their understanding and knowledge. Responses often described Clemenceau's aims, but did not refer at all to the terms of the Treaty, or in some cases candidates merely wrote out the terms and stated Clemenceau was satisfied or dissatisfied with no explanation. Better candidates focused on the terms, often in turn, and explained Clemenceau's attitude to each one clearly. However, many candidates got no further than L3/7 marks, because Clemenceau's dissatisfaction was expressed as 'the treaty was not harsh enough', but with no further explanation. A summary of the mark scheme is given below and is followed by an answer which was awarded full marks in Level 5.

Level 1	Identifies satisfaction or dissatisfaction	[1-2]
Level 2	Identifies satisfaction and dissatisfaction	[3-4]
Level 3	Explains satisfaction or dissatisfaction	[4-7]
Level 4	Explains satisfaction and dissatisfaction	[7-9]
Level 5	Constructs an explanation of Clemenceau's relative satisfaction/dissatisfaction (attempts a judgement).	[9-10]

*Clemenceau was the French leader at the time of the Treaty of Versailles, and his aims for Germany were to cripple her. Because of this, some parts of the Treaty satisfied Clemenceau, others didn't.*

*Firstly, I will look at reparations. Germany was ordered to pay £6,600 million, but to Clemenceau that wasn't enough. He felt Germany needed to pay more. However he was pleased with this as Germany were being made to pay reparations.*

*Secondly, Alsace-Lorraine was returned to France. Clemenceau was very happy about this as he felt it belonged to France anyway.*

*Germany's colonies were also taken away with most being put under the jurisdiction of France or Britain. Again this pleased Clemenceau as he had wanted to gain land from the treaty.*

*The limits imposed on Germany's armed forces also pleased Clemenceau as it meant that Germany would be unable to attack France, which is what France wanted. However, he also thought that this part of the Treaty was not harsh enough and he felt Germany's armed forces should be limited further.*

*One of the parts of the Treaty that Clemenceau liked the most was clause 231, which said that Germany must accept war guilt. To Clemenceau, this was perfectly fair. After Germany had invaded Belgium and Britain intervened, almost all of the fighting had been done on French soil. Due to this France had suffered economically as well as having miles of countryside, villages and farmland destroyed. For these*

reasons, France wanted Germany punished as I have said Clemenceau wanted to cripple Germany. The reparation Germany was paying would in part, go to France, which pleased Clemenceau but at the same time he felt that France should receive more money due to the part she played in the war. With Germany's land the same was true. Clemenceau was pleased with the land he had received, but at the same time he felt that France deserved a better acknowledgement of her part in the war and thereby deserved more land.

Overall, Clemenceau was satisfied with parts of the Treaty, but at the same time he felt that it could have been much harsher, and Germany should have ended up with less land and more reparations than she did.

Q4 (a) This question was generally well answered in a concise and precise manner, and consequently candidates reached the maximum four marks quickly by identifying Hitler's increasing the size of the army, building aeroplanes, tanks, submarines, etc. Alarming, a significant number of candidates did not understand the term **armed forces**. An answer which was awarded full marks is given below.

*Hitler openly broke the treaty of Versailles by increasing the strength of his army in ways that the treaty had specifically forbid. For example he started conscription, increased the army size to more than 100,000 men, started using aeroplanes, and had more than 6 war ships. He also went on to militarise the Rhineland which also had been forbidden in the treaty.*

Q4 (b) This question was answered well by many candidates, but some merely identified reasons or produced rambling descriptions of appeasement during the 1930s. Again it was disconcerting to note that some candidates obviously did not understand the term **appeasement** and therefore wrote irrelevant answers. Better candidates explained a range of reasons including not wanting war (usually based on the First World War experience, buying time, the harshness of the Treaty of Versailles, etc.). Some excellent answers also included an explanation of the fear of communism and using Hitler's Germany as a bulwark against the rising power of the Soviet Union. An answer which was awarded full marks in Level 3 is given below.

*Britain appeased Germany because they hoped that if Germany got what it wanted it would eventually stop wanting things and peacefully settle down.*

*Britain also did not want another world war. Public opinion was against going to war as many people still remembered the horrors of WW1, and wanted to avoid another at all costs.*

*If there was going to be a war then Britain would need time to rearm, so appeasement could also be seen as a policy for buying time.*

*Another reason is that many people thought the Treaty of Versailles was too harsh, and so in some ways Germany was taking back things that were rightfully theirs.*

Q4 (c) This question produced a wide range of responses, but it was pleasing to note that many of the better candidates explained whether appeasement

made war with Germany more or less likely, and went beyond this to attempt a judgement (Level 5). Many candidates could explain why appeasement was likely to lead to war, but for some the stumbling block was explaining the counter argument (it was often simply identified). Weaker candidates often got bogged down in description, or again in some cases didn't understand the term **appeasement**. An answer which was awarded full marks in Level 5 is given below.

*The policy of appeasement was greeted by the Germans and the British in opposing views. Both thought the policy of appeasement would prevent a War, however, for very different reasons.*

*Britain believed by appeasing dictators they would make war with Germany less likely. Britain wanted to prevent war at all costs and proved by the Munich agreement in 1938 that he believed appeasement would make the war less likely. By giving Hitler what he wished, such as the Sudetenland, Czechoslovakia, and uniting with Austria, Britain believed that war would be less likely. Chamberlain was ecstatic with the Munich agreement claiming 'peace in our time.' It is clear from this that Britain believed that appeasement would make war with Germany less likely.*

*Germany also thought that the policy of appeasement made war less likely. In Hitler's view Britain were unprepared for war, and thanks to Chamberlain's weak leadership and policy of appeasement he could make a successful Reich without firing a shot.*

*Hitler took many risks including re-militarism of the Rhineland in 1936, and demands to unite Austria and take Czechoslovakia. Chamberlain was oblivious that Hitler's army would have been defeated easily in 1936 when they marched into the Rhineland. Hitler believed that because of the policy of appeasement Hitler could take what he wanted without starting a war. Therefore Hitler thought the policy of appeasement made war with Germany less likely.*

*However, some could say the policy of appeasement made the war with Germany more likely. Appeasement provoked proof to Germany that Britain had a weak government and were unprepared for war. This provided Germany to continue in their gambles and take more land since they believed Chamberlain would agree to Hitler's demands at all costs. Therefore the policy of appeasement only provoked Hitler to start a war by taking a gamble too many. This was the case when Britain declared war after Germany invaded Poland in 1939.*

*In conclusion the policy of appeasement during the 1930s made war less likely. However, it only temporarily stopped war and provoked Hitler to invade territory which could not be ignored and therefore made war likely to occur in the late 1930s after it had been prevented for the past ten years.*

- Q5 This question was not very popular and generally responses were of a poor standard. (a) was poorly answered simply because many candidates had no concept of the chronology involved and therefore either wrote general answers about the nature of relations between Cuba and the USA or wrongly wrote specifically about the Cuban Missile Crisis. Again candidates were short on specific understanding and knowledge in answering (b) and again wrongly confused this episode with the Cuban Missile Crisis. (c) produced a more encouraging number of competent responses in that candidates were

obviously more confident in discussing Soviet-American relations in the wake of the Cuban Missile Crisis. Candidates were able to clearly explain the better lines of communication between the two states (through the medium of 'the Hot Line') and the test ban treaty.

- Q6 Very few candidates attempted this question. However, there were a significant number of strong responses where candidates clearly showed a good understanding of the Congo Crisis and the involvement of the United Nations' forces. They also deployed their knowledge well in order to answer the questions set. (a) was particularly well answered. Most candidates showed in (b) that they could competently explain why the United Nations' forces became involved in the Congo Crisis in 1960 by detailing political, economic and humanitarian reasons. Many responses to (c) were competent or better in that candidates were able to confidently explain the effectiveness or/and ineffectiveness of United Nations' action in the Congo (Levels 3 and 4). A few candidates went beyond these levels of explanation to genuinely attempt to make a judgement of relative effectiveness/ineffectiveness (Level 5).

### Section C

#### Paper 11: Germany, 1918-1945

- Q7 (a) Many candidates showed a sound knowledge of the problems faced by Germany in 1919 and were therefore able to score high marks on this question. However, some candidates discussed German problems far beyond 1919 and thus wasted valuable time. Weaker candidates scored a maximum of two marks by focusing entirely on the Treaty of Versailles. Better candidates widened the scope of their answers to include political instability, poverty, starvation, threats of revolt, etc. An answer which was awarded full marks is given below.

*In 1919 the German government under the leadership of President Ebert, signed the treaty of Versailles at the Paris Peace Conference. This led to many problems in Germany. The following problems were the main threat to political and economic stability in 1919.*

*In 1919 Germany had to accept the terms of the treaty of Versailles. This included reparations of £6600 million and disarming to a very low level, losing masses of territory and accepting the blame for the war. Germans were humiliated by the fact they had been blamed for the war, and many Germans felt betrayed by the government. This led to uprisings and revolts in 1919 which Germany had to deal with. Germany had to deal with the Spartacist revolt in 1919 led by Luxembourg and Liebknecht, and also the assassination of Ebert's political companion Kurt Eisner.*

- Q7 (b) This question produced a wide range of responses. Better candidates were able to reach Level 3 by explaining the role of the Freikorps or/and the communists' lack of organisation and support. However, a significant

*Report on Components taken in June 2000*

number of candidates became very confused and wrongly wrote about the Kapp Putsch and the Munich Putsch, obviously thinking that both of these were communist revolts. An answer which was awarded full marks in Level 3 is given below.

*In 1919 there were many communist uprisings. The main revolts were held in Bavaria and Berlin. In 1919 two communist leaders, Rosa Luxemburg and Karl Liebknecht planned a revolution. They felt that Germany should copy Russia's example and form a communist government.*

*However, the governments of the Weimar Republic were not prepared to allow a communist revolt to take over the government. When the Communist leaders led their political supporters, in a rebellion in Bavaria, the German police and Freikorps – ex soldiers crushed the revolution.*

*The Communist Spartacist revolution led by Luxemburg had failed because of the support Weimar had of the Freikorps and from the police. The leaders were foiled and this revolt went as a lesson to all communists wanting a revolution.*

*The Freikorps also managed to crush a revolution in Bavaria where Kurt Eisner was assassinated and the communists tried to create a communist state in Bavaria. This was crushed because of the support Ebert had from ex-soldiers and the upper class who did not want a communist revolution.*

Q7 (c) Although this question was well answered by many candidates, it also produced responses that lacked explanation of the threat posed by each of the specific factors, and simply described all three in a huge amount of detail (Level 2). Many candidates were particularly strong in explaining the threat of the French invasion of the Ruhr and the inflation of the mark to the Weimar republic in 1923, but were not quite so confident in explaining the threat of the Munich Putsch. More able candidates dealt with all three threats and progressed to the comparative importance of these threats (Level 4) or analysed the inter-relationship of these threats (Level 5). An answer which was awarded full marks in Level 5 is given below.

*In 1923 the Weimar Republic faced its toughest tests. The three main tests were, the French invasion of the Ruhr, the inflation of the mark, and the Munich Putsch. All of these factors were followed in succession and were linked. In 1922 the German government did not pay the allies the reparations that they owed them because of the treaty of Versailles. Therefore in 1923 the French marched into the Ruhr and took what was owed to them using force. They took raw materials and treated the Germans badly. Therefore Ebert called passive resistance. This stopped the Germans providing the raw materials and goods for the French to take. However to make up for this the Germans printed more money. By 1923 the economy was in tatters. Hyper inflation set in and the middle class lost their fortunes because the money was worthless. The Weimar Republic even printed a one Billion mark. The hyper-inflation caused hysteria and depression in the Weimar Republic. Hitler who was in charge of the German Nationalist Socialist Workers party thought it was an ideal time for them to take-over the government. They interrupted a political meeting and announced their revolution. In September 1923 the SA (Hitler's*

*bodyguards) took over many buildings. However, the government were informed of the revolution after Hitler tried to co-operate with the police. The revolution was crushed easily with a couple of policemen and Nazi's being killed. Hitler was sentenced to five years in Landsberg jail, but only served 9 months and received much popularity at his unfair trial.*

*All three factors; invasion of the Ruhr, hyper inflation and the Beer Hall Putsch were great threats. However, they were only possible because of each other. Therefore one could say the French invasion of the Ruhr was the greatest threat since it led to the other three factors.*

*However, in my opinion, the inflation of the mark was the greatest threat to the Weimar Republic. The Weimar Republic lost lots of support from the middle and lower classes, since their life savings became worthless in several weeks. This led to the re-grouping of extremism and more revolts, such as the Munich Putsch.*

*The inflation caused depression and hysteria in Germany. They were in a terrible economical state and political state because of the idea of printing more money to pay off debts to France.*

*In conclusion the hyper inflation of the mark that caused devastation and despair in Germany was the largest threat to the Weimar Republic. However, the three factors could not have happened without the other.*

Q8 (a) There were many excellent answers to this question, but a significant number of candidates were very hazy about the early history of the Nazi Party. Consequently, these responses were based entirely on the Munich Putsch and offered little else. The better candidates included Hitler's membership of the party and its change of name and leadership. The responses of some candidates were set in the period after 1923 and thus scored no marks.

Q8 (b) This question was particularly well answered. The majority of candidates were able to identify Hitler's main beliefs and explain them in some depth. The most popular beliefs identified were the superiority of the Aryan Race and the inferiority of the Jews, the harsh nature of the Treaty of Versailles and Lebensraum. An answer which was awarded full marks in Level 3 is given below.

*Whilst Hitler was in prison he wrote 'Mein Kampf' – 'my struggle'. From this we know what Hitler's politics and main beliefs were.*

- 1 Hitler believed in the Aryan race. He thought Germans were superior to any other nation and deserved better chances in life than they were getting from Weimar.*
- 2 Hitler believed in giving Germans 'living space'. He wished to create a powerful 3<sup>rd</sup> Reich, where Germans unite and have a large empire.*
- 3 Hitler believed that the terms of the Treaty of Versailles should be abolished and that Germany should never be 'stabbed in the back, again by the 'November Criminals' (politicians who signed the Treaty.)*
- 4 Hitler believed in the Anschluss – re-uniting Germany and Austria. This could be because Hitler was born and lived in Austria.*

*Report on Components taken in June 2000*

5 *Hitler believed that the Jews, Slavs, blacks and other minorities were inferior. He used them as scapegoats and blamed the failure of the First World War on them.*

6 *He believed that the communists were the German's worst enemy and that they must be destroyed;*

*Hitler's radical and controversial beliefs were soon to be the belief of the majority of Germans in Germany in 1933.*

Q8 (c) Many candidates were only able to explain the success of Hitler in developing the Nazi Party in Germany in the post Wall Street Crash era and therefore did not progress beyond Level 3. However, better candidates were able to access Levels 4 and 5 by explaining his lack of success during the Stresemann period along with his latter period of success. Disappointingly, some otherwise strong candidates set their answers in the post 1932 era, hence throwing away many valuable marks through pure carelessness. An answer which was awarded full marks in Level 5 is given below.

*Between 1924 and 1932 Hitler slowly but surely, developed the Nazi Party.*

*After he was released from prison in 1924 Hitler realised the only way to achieve power in Germany would be by winning the elections. To do this, Hitler needed to aim his politics at the majority of Germans. He did this by creating the Hitler Youth and German's women brigade. These taught the Youth Hitler's beliefs and gave each youth the opportunity to have a holiday every summer. By attracting the Youth Hitler was aiming at the future generations and was successful in developing the future of the Nazi party.*

*To attract the adults Hitler gave them the opportunity to be in the SA and SS. This gave adults the opportunity to 'fun'. They were given smart uniforms and the permission and ability to be superior to other Germans. By attracting the adults Hitler was successfully developing the Nazi Party.*

*Between 1924 and 1932 Hitler brought in many new members. One of which was Dr Josef Goebbels, who was later in charge of propaganda in Germany. Goebell's skills was key to the Nazi's success. Therefore by making Goebells in charge of Propaganda Hitler was successfully developing the Nazi Party in Germany between 1924 and 1932.*

*However, between 1924 and 1929 Gustav Stresseman was the most influential German politician. His skilled foreign policy and stabilised the German economy and through the Dawes Plan Germany was prosperous. This prosperity was not a good sign for Hitler since it got rid of the need for extremism. Therefore during this time Hitler's party was almost unnoticed and Hitler was unsuccessful in developing his party.*

*However, in 1929 after the Wall Street Crash Germany was in despair and depression again. Hitler's policies and beliefs were accepted and he gained much more support. In 1930 he gained 107 seats in the Reichstag and by 1932 he had gained just under 200 seats. This proved that Hitler had developed the Nazi Party successfully, however, it would only be successful if the circumstances were right. Hitler believed he had transformed the Nazi Party into such a success that he stood for President in 1932 and gained 13 million votes compared to 19 million of Hindenberg.*

*In conclusion Hitler had successfully developed the Nazi Party into an attractive party which was soon to take control for 12 years because of his excellent ability as a leader and mainly because the population accepted his policies after the Wall Street Crash. Hitler developed the Nazi Party between 1924 and 1932 so successfully that he had changed from a vagrant in 1919 to one of the most famous politicians in 1932.*

- Q9 (a) There were many disappointing responses to this question. Far too many candidates could only offer vague generalisations about the Enabling Act and therefore scored low marks. Some candidates totally confused the Enabling Act with the persecution of the Jews. However, better candidates deployed their knowledge precisely and concisely in order to gain maximum marks.
- Q9 (b) This question was generally well answered. An encouraging number of candidates gained maximum marks by explaining clearly identified reasons such as assurance of future loyalty, training soldiers for the army, the 'young were impressionable', etc. Even weaker candidates managed to access Level 2 by identifying the previously mentioned reasons.
- Q9 (c) This question was very effectively answered by large numbers of candidates with an encouragingly significant number able to respond in a sophisticated way, explaining a range of reasons (Hitler's economic policies, propaganda, terror and popular policies such as the reversal of the Treaty of Versailles) all playing their part in the German peoples' acceptance of the Nazis in the 1930s. Unfortunately, a number of otherwise good candidates explained the role of Hitler's economic policies in great depth and completely ignored other reasons, thus consigning their answers to Level 2 only. An answer which was awarded full marks in Level 5 is given below.

*In the 1930s, the German people began to accept the Nazis and Hitler, one reason for this was because of Hitler's economic policies. Germany was weak in the beginning of the 1930s because of the Wall Street Crash. Hitler introduced economic policies, which offered the Germans a way out of their economic problems. One huge problem in Germany was unemployment, Hitler's economic policies showed a way to end this. He said if they rid of the Treaty of Versailles and began to disarm, men would be able to have jobs in the army. He also introduced the idea of building autobahns in Germany, this too would create huge amounts of work for Germans. Economic policies such as these were a very important reason as to why the German people accepted the Nazis in the 1930s, because the German people saw a way out of their problems, they turned to extreme groups like the Nazis to solve economic troubles. I do however feel that this is not the most important reason for Germany accepting the Nazis in the 1930s. A more important reason I feel is because of the Wall Street Crash in America in 1929. America's stock market crashed, causing an economic disaster. America had previously been loaning money to Germany to pay off reparations, they could no longer afford to do so. The Dawes Plan collapsed. Because Germany was now receiving no money, they could not pay reparations, and their economy crashed. The German people now began to oppose the government and they looked towards more extreme*



*parties for help as they offered a way out, a way to stop this disastrous economy, they gave people such as the Jews as a group to blame. Because of the Wall Street Crash, the German people began to accept the Nazis in the 1930s. I feel this is a more important reason than if Hitler's economic policies as it was the Wall Street Crash which caused the need and desire for these policies. In the 1920s, Germany was prospering and groups such as the Nazis, were not supported very much, as the government under Stresseman was stable, however it was the Wall Street Crash which ruined this prosperity, causing the Germans to accept the Nazis. With the Wall Street Crash as the most important reason why the German people accepted the Nazis in the 1930s, and the economic policies of Hitler as a slightly less important reason, I can see still even more reasons equally important to Hitler's economic policies but not as important as the Wall Street Crash in causing German people to support and accept the Nazis in the 1930s, one of those is the death of Stresemann in 1929. He had brought prosperity to the Germans in the 20s and maybe if he had not died, the Germans would not have looked toward such extremist parties like the Nazis. Another reason is the use of mass media and propaganda by Hitler. Hitler had begun in the thirties and even late twenties to use the radio, newspapers and posters to promote his ideas. He also had huge rallies in which he showed his ideas and opinions. This use of media I feel is quite an important reason as to why the German people accepted the Nazis in the 1930s, as they heard the Nazis ideas so often everywhere they were, it was easier to accept them.*

*In conclusion I feel that the Wall Street Crash and its drastic effects on Germany was the main reason, and most important reason why the German people accepted the Nazis in the 1930s, as they were so desperate for a way out of this crisis, and Hitler offered one. I thus feel that there were slightly less important reasons including; Hitler's economic policies (one way he offered the Germans 'a way out' of their misery). Hitler use of mass media and propaganda, and the death of Stresseman, a leader who brought great prosperity to Germany when he was alive. Maybe he would have shown other ways of solving Germany's problems without the need of Hitler and the Nazis.*

#### **Paper 12: Russia, 1905-1941**

- Q7** (a) This question was particularly well answered. Candidates were able to use their detailed knowledge of Rasputin's career in order to gain maximum marks without introducing irrelevant material. Only a few very weak candidates failed to score marks and this was sometimes caused by confusing Rasputin with some other Russian historical figure (e.g. the Tsar). An answer which was awarded full marks is given below.

*Rasputin was born a poor peasant and became a 'starets'. He rose to fame when he allegedly cured the Tsarevitch of his haemophilia. He was greatly loved by some of the royal family of Russia, especially the Tsarina and by some other nobles. He had a reputation for taking part in orgies. He helped run the country when the Tsar took over the running of the war but he was murdered by a group of nobles.*

Q7 (b) Again this question was generally well answered. Better candidates were able to offer a range of explained causes including the prevalent economic and social conditions, the effects of the war with Japan and the position of the political parties in 1905. Many answers went far beyond the maximum marks of L3/6 (these candidates gained full marks for two reasons that were well explained). The answers of weaker candidates lacked precision and they tended to get the three revolutions totally confused. The mark scheme is given below.

Level 1	General assertion. e.g. 'The 1905 revolution was caused by growing opposition to the Tsar.'	[1]
Level 2	Identifies cause(s) or describes. e.g. 'Opposition from the middle class; opposition from the Social Revolutionaries; opposition from Social Democratic Party; poor economic and social conditions; the failed war against Japan.'	[2-3]
Level 3	Explains cause(s). e.g. 'In 1904 the Tsar hoped to ease his problems at home by embarking on a war against Japan hoping for an easy victory. The war ended in defeat and this made the Tsar more unpopular.'	[3-6]

Q7 (c) This question produced a wide range of responses. Many candidates failed to produce precise explanations of success or/and failure because they had a very poor grasp of the chronology of 1917, and therefore got the two revolutions confused. Weak candidates produced no more than rambling descriptions of the events of 1917 in Russia. However, many better candidates not only clearly explained both the successes and failures of the March revolution (Level 4), but also reached a judgement of its relative success/failure (Level 5). An answer which was awarded full marks in Level 5 is given below.

*Whether the March 1917 revolution was successful depended on one's point of view. To the Liberals it was a success because they had achieved what they wanted. Russia was no longer an autocracy, and democratic elections were promised. There was freedom of speech, no censorship and all adults had a vote. However, to other political parties with different aims such as the Bolsheviks it was not a success. The Bolsheviks had wanted a communist revolution, but Russia was still a capitalist country.*

*From an objective point of view the March revolution can be seen as a partial success. A fairer democratic state had been set up, but many people were still unhappy. The workers in the towns and cities still lived and worked in terrible conditions. The peasants still did not own the land.*

*Above all the war had not been ended. The new offensive was a failure and the food shortages continued. Many people desperately wanted an end to the war especially the soldiers.*

*In this sense the revolution can be seen to have failed because it did not give most of the people what they wanted, which was the aim of the revolutionaries.*

*The March revolution was also not successful in putting an end to political fighting. The July Days, the Komilov revolt and the eventual Bolshevik take over show this. So even for the Liberals and the middle-classes it would not have seemed a complete success.*

*So the revolution cannot be seen as wholly successful. To the liberals and middle-class it was generally successful, to the Bolsheviks and other political parties it was not at all, at that time perhaps, successful, and from an outside point of view it was only partially successful since many ordinary people were not fully satisfied, and the revolutionaries were aiming to make the ordinary people happier.*

Q8 (a) This question produced large numbers of excellent answers. Many candidates had a detailed knowledge of Trotsky's career. The major criticism of these answers was that many were too long and time was wasted after maximum marks had been reached. Once again, *concise* and *precise* are the vital watchwords when preparing candidates for this type of question. An answer which was awarded full marks is given below.

*Trotsky started out as a Menshevik and only later became a Bolshevik. He was instrumental in bringing about the revolution in November 1917. He was the brilliant leader of the Red Guards and was important in helping the Reds to win the Civil War. He was expelled from the party and exiled by Stalin.*

Q8 (b) This question was generally well answered. Many stronger candidates produced balanced answers which included a full explanation of Stalin's clever planning and popular policies, but also dealt with his opponents' mistakes (although such balance was not a requirement to gain full marks in Level 3). Stalin's cunning over Lenin's funeral arrangements was well documented by many candidates, although some of the weaker ones simply resorted to rather confused descriptions of this episode.

Q8 (c) This question produced a wide variety of responses. Many better candidates explained clearly the role of a range of identified factors (including Stalin's persecution of his political enemies, his use of propaganda, his control of education, the Five-Year Plan, etc.) and they successfully accessed Level 3. Some went beyond this detailed explanation to consider the inter-relationship of these factors in a very mature way, concluding that a range of methods were necessary to enable Stalin to control different sections of society within the Soviet Union (a mixture of sophisticated techniques and sheer brutality). These candidates comfortably accessed Level 5. An answer which was awarded full marks in Level 5 is given below.

*Stalin's persecution of his political enemies was certainly an important factor in his control of the Soviet Union, but it cannot be said to be the most important.*

*Stalin's purges, as they were called, did eliminate almost all of his enemies as well as many innocent people. By 1939 he had no political rivals, and all opposition in the arts, literature and the Church had been crushed.*

*The fear and terror also helped control the ordinary people. They did not dare speak out against Stalin in any way, because their terror of execution and the Gulags was so great. The purges kept the country in complete subjection to Stalin.*

*However his control would not have been so complete without his use of propaganda, indoctrination and censorship. People were terrified by the purges, but some still did like Stalin for these reasons.*

*A huge amount of propaganda was put out. The people were exposed to only one point of view – that of Stalin. The newspapers and posters all followed the party line, whatever it might be.*

*A great cult of personality surrounded Stalin. He was seen as a father for all of Russia, a genius and revered almost as a god. The Russians were exposed to these views every day, so they probably would have believed some of it.*

*In schools children were taught whatever Stalin decided at the time, even if it meant changing history. People would be cut out of and added to, pictures and textbooks. Stalin was often added to pictures of Lenin, so that he would be seen as his natural successor. All children were indoctrinated through schools and through the youth groups they were made to join.*

*All literature was censored, so the public never read anything that Stalin did not agree with. He also thought that all art should serve the revolution; which actually meant that it should serve his purposes. Even if the Russian people had dared to speak out against Stalin, they would not have known what was wrong in the first place. They were constantly told how wonderful Stalin was and how everything was going perfectly.*

*So although the persecution of Stalin's opponents was important it relied on the people believing in Stalin in the first place. This is why it cannot be picked out as the most important factor. Propaganda, indoctrination and censorship would not have worked on their own, but neither would the fear and terror brought by the purges work on their own. All the factors relied on each other to make Stalin able to completely control the Soviet Union.*

- Q9 (a) This question was very well answered. Candidates made their points concisely about the Five-Year Plans and therefore gained maximum marks in a few sentences without introducing irrelevant material.
- Q9 (b) This question provided a wide range of responses and many candidates did no more than describe the work of the Stakhanovites or/and women in the Soviet Union without ever explaining their importance in the success of the Five-Year Plans. Other candidates produced vague and general responses that tried to deal with the Stakhanovites and women together as a single entity. However, there were a significant number of candidates who were able to identify reasons for importance (including use as role models, propaganda purposes, women covering labour shortages in some industries and working in the new industries etc.) and then went on to explain them in specific detail (Level 3). An answer which gained full marks in Level 3 is given below.

*Stakhanovite was a probably mythical story of a man who exceeded the production targets up to fourteen times in one shift. He received a lot of publicity and rewards and was regarded as a hero. He was used as an inspiration for other workers. If they too exceeded targets, they received better housing, holidays, money and publicity. Stalin wanted to encourage workers to do as much work as possible and by providing rewards he was able to do this.*

*Stalin declared women equal. Women were made to work at the same rate as men so the economy could improve as a result of more people. Women were thrilled at their new freedom and most were happy to work. In this way Stalin was able to create more workers and please people as well. Women not only did manual work, they also helped in schools and crèches enabling other mothers to work. They were encouraged to have as many children as possible – Stalin wanted more people so they could help improve Russia.*

*With the extra help of women and the inspiration of Stakhanovites, the Five-Year Plans were more likely to succeed.*

Q9 (c) This question was very well answered by many candidates with a large number able to respond in a mature way, clearly explaining the role of the three factors (the Five Year Plans, collectivisation and the secret police) and therefore easily accessing Level 3, but also developing their answers into a full discussion of the relative importance of these factors (Level 4), or at the top level to carefully examine their inter-relationship. Once again weaker candidates simply described the three factors (occasionally in masses of detail) without ever explaining their connection to the misery of ordinary people in the Soviet Union during the 1930s (Level 2). An answer which was awarded full marks in Level 5 is given below.

*The 1930s was a time of misery and terror in Russia. Stalin's determined aims restricted people from going about their normal way of life and twenty million people were killed as a result of collectivisation and the purges. It is hard to say which factor of Stalin's rule had the most disastrous consequences but I will consider them all.*

*The Five-Year Plans, although generally improving Russia's industries and economy, went about in a horrific way. People, however ill were forced to work, often in terrible conditions and if they didn't, they were sent to labour camps or killed. The targets set were often unrealistic and people were kept in bad housing and poor conditions.*

*Collectivisation failed. There is no simpler way to describe it. Peasants were reluctant to give up their land and animals, often eating the animals so not having to hand them to farms. They went from having their land controlled by land owners to having it controlled by the State. The bad organisation and then disastrous famine in 1932 and 1933 lead to famine affecting not only the peasants but the towns as well. The peasants complained that Lenin had given them land and Stalin had taken it away.*

*Stalin persecuted the Kulaks and used them as a scapegoat for all that went wrong. Whole villages were killed at one time, just to show how opposition was punished.*

*Stalin encouraged people to denounce their friends and neighbours, even their parents.*

*The secret police, the NKVB brought terror to the people Stalin introduced the purges as a way of getting rid of opposition and any old Bolshevik revolutionaries that could form political parties in opposition to him. The NKVB became out of hand. They thought of the most unheard of excuses for killing people and the atmosphere was one of fright. They killed all original Bolsheviks that could have encouraged a more humane form of socialism in Russia. Not only did they kill politicians, but also all the army officers and it was a wonder that Russia was able to survive the Second World War. The troops were left to decide on crucial matters between themselves as all the trained former Redguard officers were dead.*

*People lived in terror of being deported to the many labour camps and all their independence had been taken, Their thoughts and opinions were controlled by Stalin, the tyrant.*

*Collectivisation provided the most deaths in the 1930s as over thirteen million people were killed in the famine. However the purges and the secret police provided the most unrest in the people. All these factors inter-relate, each one providing strong factors towards the misery. Each reason was made more severe by the next. The Russians suffered twenty years of misery and hunger only to be greeted by yet another war.*

#### **Paper 13: The USA, 1919-1941**

- Q7 (a) There were very many excellent answers to this question, with candidates gaining the maximum four marks with apparent ease. Even otherwise weak candidates scored well (obviously this area of the syllabus had captured their interest). However, there were a small minority of candidates who, alarmingly, suggested that the Ku Klux Klan was a black racist organisation.
- Q7 (b) Again this question was well done in that candidates correctly identified a number of the effects of prohibition (the most popular being illegal drinking, speakeasies, bootlegging, moonshine and gangsters) and explained them in great detail (Level 3). It should be stressed, however, that two soundly explained effects would be sufficient to gain maximum marks. An answer which gained full marks in Level 3 is given below.

*Prohibition led to America becoming increasingly lawless and led to many every day citizens becoming minor criminals. The banning of alcohol actually caused it to become more popular and sought after in American society.*

*'Speakeasies' opened across the USA in people's garages or basements and people drank lethal concoctions of home brewed alcohol known as 'moonshine'.*

*Bootlegging (smuggling alcohol into America) became big business and gangsterism thrived. People such as Al Capone, who earned \$60 million in 1927 alone, became celebrities despite earning their money from bootlegging, rackets and prostitution. Gangsterism also led to violence such as the St. Valentine's Day Massacre when Capone had 7 members of a rival gang machine gunned to death.*

*For the 4500 prohibition agents enforcing the law was very difficult. Many were on a gang's payroll anyway and often turned a blind eye to such things as speakeasies.*

*With over 100 000 km of border to patrol, prohibition was never going to be effective.*

- Q7 (c) Although there was a wide range of responses to this question, many were disappointing in that candidates did not address the question set (i.e. social **problems**) or wrote irrelevantly about the 1930s. Many thought that by writing irrelevantly about the social life in the 1920s (e.g. women, the cinema, jazz, cars, etc.) they had answered the question. However, better candidates focused on the real issues like the failure of prohibition, discrimination against the blacks and other ethnic minorities, the effects of poverty on farmers, steps to deal with immigration and less unemployment. Failure and success in dealing with these problems were explained in specific detail (Level 4) and in some cases candidates went on to develop a judgement of relative success/failure (Level 5). An answer which was awarded full marks in Level 5 is given below.

*Social problems both improved and became more prevalent during American society in the 1920s. In many ways it can be said that the USA improved socially but in many ways it also became worse.*

*One of the biggest changes in American society during the 1920s was that of the role of women. Before World War One, women were seen as second class citizens who were servants to their husbands and were not allowed to go out or make important decisions. However during the 1920s, in cities especially, women became more liberated. In 1920 they received the vote and from then on just got stronger. They were allowed to have jobs and to go out unchaperoned in daring clothes and make-up. The change was epitomised by the 'Flappers' who were young girls which were described as being 'about 19 and very expensive!' The Flappers were openly affectionate and flirtatious in public and would go to bars and have pre marital sex. Divorce also increased during the 1920s, further highlighting women's liberation.*

*A way in which American society worsened must be in attitudes towards immigrants and different races. Blacks were still persecuted by the Ku Klux Klan in the South and when they moved to the northern cities were still subjected to segregation laws and a low quality of life. Immigrants were always frowned upon after the 1917 Russian Revolution. People feared such ideals as Communism and Anarchism and perhaps this fear is most highlighted by the Sacco and Vancetti case when two known anarchists were sentenced to death, by a biased judge, on very flimsy evidence of armed robbery.*

*However it must be noted that in some cases, racial equality improved. Black awareness increased with Black newspapers, like the Messenger, and the exclusively Black Howard University. So whilst Blacks were subjected to poor treatment and a low standard of living, they too were starting to push for liberation. In conclusion, whilst some social problems, like sexual discrimination, were removed completely during the 1920s some remained. However even in racial inequalities were signs of impending change and liberation for immigrants and people with different coloured skin.*

- Q8 (a) The question produced a wide range of responses, but a large number of candidates proved to be very knowledgeable with regard to stock market

speculation during the 1920s. Maximum marks were scored via a number of different routes including gambling on the rise in share prices, quick profits, buying on the margin with supporting details, borrowing to buy shares, etc. However, a few otherwise strong candidates could offer no more than a general description of the stock market in the USA during the 1920s.

- Q8 (b) This question was competently answered, even by average candidates, who effectively explained the link between bankruptcy of US banks and the Wall Street Crash (thus gaining L3/4 marks). Many others went on to explain at least one other effect and thus gained the maximum six marks. An answer which was awarded full marks in Level 3 is given below.

*The Wall Street Crash effect US banks in devastating ways. Most obviously and directly many banks themselves got involved in speculating. They would even speculate using their own depositors' money. When the stock market crashed, the value of the shares which they had bought with their depositors' money plummeted, causing the banks to go bankrupt, because they simply couldn't pay their depositors.*

*Indirectly, but in the same way, the crash destroyed the prosperity which had been fundamental to the success of the boom, and people lost all trust in banks. People felt that their only security was in hard currency. This led them to withdraw their savings. But when so many people wish to draw out their money at once, and the bank has lost to speculating, there simply isn't enough money in the bank to pay them, so bankruptcy strikes.*

*As savers from other banks saw this happen, they too became nervous, panic spreads and all banks find themselves having to pay out money which they haven't got. Indeed, so much was this panic that 5000 banks had gone down by 1933. The bank of the United States in New York lost 400,000 depositors, as the majority of New Yorkers banked with it, for example.*

- Q8 (c) This question produced a wide range of responses. Many average and weak candidates seemed to think that the Wall Street Crash and the Great Depression were one and the same thing. Only a small number of strong candidates seemed to appreciate the links between the three causes (the overproduction of US industries, the lack of export markets for US goods and the actions of stock market speculators) and the Great Depression – they certainly struggled to explain them. Better responses used key phrases such as jobs lost, companies went bust, the economic situation was badly affected and cut backs in production as vital components of their explanation, therefore accessing Level 3. Top level responses were fairly rare simply because so many candidates failed to access Level 3 with an explanation of all three causes. Surprisingly, many candidates struggled with the actions of stock market speculators as a cause of the Great Depression as their answers stopped at the Wall Street Crash. They clearly failed to appreciate the link between shares and companies. An answer which was awarded full marks in Level 5 is given below.



*During the First World War, US industry had boomed as it exported many of its products to Europe as they were unable to produce themselves because of war. However, when the war ended, and European countries began to produce their own goods, there was less demands for US products. However, this was not a problem at first as the Republican government put up tariff barriers which helped to protect US industries by making it difficult for foreign goods, which were more expensive due to the trade laws imposed, to be sold. Therefore the over-production of goods was compensated for by a high demand in the consumer driven US market.*

*In response to US tariffs, European nations began to put up their own tariffs to stop the import of US goods. This was not a problem while demand was still high in the US, but as demand began to fall because everyone who could afford the products already owned one, production had to fall also, which led to less employed because the excess American goods could not be sold abroad. This problem continued to increase.*

*Speculation was a more short term cause. The method of buying on the margin was secure while prices continued to rise, as US industries produced and sold more and more goods and demand for shares rose leading to an over-inflated stock values. However as production began to fall for the reasons described above, share-prices began to fall for the reasons described above, share prices began to falter also, as a reflection of this. In response small time share holders began to sell rapidly, leading to even lower prices and further falling prices. This led to the bankruptcy of many people and banks, therefore decreasing the demand for goods in the USA, and coupled with the trade barriers led to decreased production, more unemployment and decreased wealth.*

*In conclusion, I don't think that one reason is most important as they were interlinked. The effects of overproduction were worsened by trade barriers, and speculation meant that small changes in the economy due to decreased demand escalated out of control, which led to bankruptcy and therefore less demand for goods, and therefore decreased production and increased unemployment worsened by the absence of an export market.*

Q9 (a) Many candidates answering this question deployed their knowledge well to score high marks either by identifying relevant points about Roosevelt's 'Hundred Days' or by supporting a few of these points with relevant detail. Only a few very weak candidates completely missed the point of the question and resorted to vague generalisations about Roosevelt's presidency.

Q9 (b) This question was effectively answered, even by average candidates, who were confident enough to explain the opposition to the New Deal from the rich (L3/4 marks). Better candidates went on to explain a second or third identified reason (e.g. opposition from business leaders, resentment of government inference, etc.) to move smoothly on to maximum marks for this question. An answer which was awarded full marks in Level 3 is given below.

*The New Deal met much opposition in the USA due to many factors. The Republicans opposed Roosevelt because he was a Democrat and they didn't like his ideals. They said that he was taxing too much and that his social security acts*

*encouraged people not to work. The Republicans were joined by the Rich and by Business leaders who resented taxation and disliked things like Trade Unions. Radical opposers also caused Roosevelt concern. People like Huey Long who pioneered the 'Share Our Wealth' scheme and Father Coughlin the 'Radio Priest' claimed Roosevelt was not doing enough for the poor and even that he was anti-God!*

*However the main opposition to the New Deal was the mainly Republican, Supreme Court. This set of 9 judges was supposed to run America according to its Constitution and claimed that much of Roosevelt's New Deal was unconstitutional. It destroyed most of the New Deal after the 'Sick Chicken Case' claiming that Federal government was interfering too much in state affairs.*

- Q9 (c) There were many very general answers to this question where candidates were unable to identify specific factors that brought about the USA's economic and social recovery during the 1930s. Better candidates explained clearly the role of the increased government spending, new financial regulations, the work of the various government agencies and the 'Roosevelt factor' itself (including the confidence boosting effect of the 'fireside chats'), thus confidently accessing Level 3. Once this level had been reached some candidates went on to compare the importance of the factors (Level 4) or to thoroughly analyse their inter-relationship (Level 5). An answer which was awarded full marks in Level 5 is given below.

*Increased government spending was one of the most important factors in bringing about economic and social recovery during the 1930s but there were many other reasons which combined with this one to bring about the end of the Depression.*

*Increased spending provided immediate relief for the Depression stricken USA. It meant people did not have to depend on charities or breadlines and gave back the American citizens a sense of respect which they had lost as a result of the Depression. Government spending also allowed Alphabet Agencies to be set up and to help rebuild the infrastructure of America and to get people back to work.*

*Perhaps the main reason America escaped from the Depression were the actions of the President, Franklin Delano Roosevelt. It was his intelligence and his wise spending of money that saw America through one of its worst times in history. He was seen as an everyday citizen and was loved by the ordinary people of America. He had the foresight to set up the Alphabet Agencies which employed people and returned their sense of pride and confidence. Roosevelt managed to get from 18 million people unemployed in 1932 to just 6 million unemployed by 1941 and was contested all the way by the Republicans and the Supreme Court.*

*It can be argued that it was World War Two that finally brought about the USA's full recovery and this is true as every man could get a job to help the war effort but it was Roosevelt's intelligence and good decisions that ensured the USA's poverty stricken country was capable of fighting a war. It was him who rebuilt the infrastructure of the country and who restored people's confidence to such levels that America were able to enter a war and finally win it.*

*In conclusion whilst it may have been the increased government spending and then the Second World War that finally got America out of the Depression, these things would have had no affect had it not been for Roosevelt. It was his Alphabet*

*Agencies, his hard work and dedication, that used the extra money to its full potential and allowed the USA to finally enter the Second World War in such a state that they could emerge victorious.*

**Paper 14: China, 1945-c1990**

A very small number of candidates were entered for this Depth Study.

- Q7 (a) This question was the most popular of the three in the Depth Study. (a) was generally well answered. Candidates showed a sound knowledge of the strengths of the Chinese Communist Party in 1945.
- Q7 (b) There were a number of encouraging responses to (b) where candidates were able to identify a number of reasons for the lack of peasant support for the Nationalists during the Civil War and in some instances, were able to explain one or more of them in detail. An answer which was awarded full marks in Level 3 is given below.

*The Nationalists had so little peasant support during the civil war, because of several reasons. They were corrupt and due to their easy lifestyle they did not want to fight. The officers did not respect each other or their leader Chiang Kai-Shek. Therefore in villages they did not behave themselves and stole and burnt everything as they passed through. The Red army, however, had rules that they stuck to including how they must treat the peasants. The Communists were also fighting for the peasants, the rights for them to have their own land and to overthrow the landlords 'Land to the tiller' as the slogan goes. The Nationalists for fighting for the evil landlords who were oppressing the peasants. Mao was like a fatherly figure and the Red army was not threatening in the way it looked.*

- Q7 (c) This question produced a wide range of answers, but a few of the better candidates explained clearly all three listed reasons for the Communist victory in the Civil War (the Leadership of Mao Zedong, the military tactics of the Communists and the poor organisation and corruption of the Nationalists), thus accessing Level 3. One candidate not only explained all three reasons clearly, but went beyond this to give a mature analysis of the inter-relationship of these reasons (Level 5). The answer which was awarded full marks in Level 5 is given below.

*When on October 1<sup>st</sup> 1949 the Communist People's Republic of China was proclaimed by Chairman Mao Zedong, several reasons have led to the victory of the Communists. Three of the most important ones were the leadership of Mao Zedong, the guerrilla warfare tactics of the Communists, and the Nationalist corruption and poor organisation. As can be seen, both the positive aspects of the Communists and the weaknesses of the Nationalists added to the final victory of the Communists.*

*Since the Long March in 1933/37 Mao was respected as the highest leader. He was a master of speech and propaganda and hence could very well motivate his army. Additionally he could organise his army well. Obviously he was supported by a number of capable party members fulfilling the same role. Therefore, Mao's leadership is a very significant factor in building up to the proclamation of the republic. Even now, twenty four years after his death, Mao is still admired for his contribution of founding Communism in China.*

*Nevertheless one man alone cannot carry out a revolution and next to good organisation, the actual carrying out is just as important. The military tactics based on guerrilla warfare influenced the victory very much. They can be summed up in four simple sentences, like;*

*'The enemy advances, we retreat.'*

*These were very important, because on open battlefield the minority of Communists could easily have been defeated.*

*However, all these factors could not have resulted in a victory. Had the Communists been facing an equally well organised, motivated regime. Moreover the Cuomindang was corrupt, unmotivated and poorly organised. As a matter of fact many of the well paid Nationalist soldiers entered the Red Army as they sensed the enthusiasm and optimism of their enemies. In the Cuomindang the officials did not follow the orders, nor did the soldiers follow the officials. Few soldiers were actually willing to give their lives to serve the purpose of Nationalism.*

*Because all three factors contributed to the Communist victory greatly, I am unable to say which was the most significant one. Instead I will conclude by saying had any of these reasons not been apparent the past could have looked entirely different.*

Q8 This question produced a wide range of answers. Again (a) was generally well answered with candidates exhibiting a sound knowledge of the Five-Year Plan. Generally the responses to (b) were fairly weak, but a few stronger candidates were able to confidently access Level 3 by providing one or more explained reasons for the setting up of the communes in China. (c) was generally poorly answered with candidates only having a very hazy understanding of China's domestic policy during the 1950s and early 1960s. Thus answers containing specific explanation were very rare.

Q9 This was by far the least popular question in this unpopular Depth Study. It is therefore impossible to write a meaningful report on this question based on so few responses.

1607/02

**The Hungarian Revolution of October 1956.  
Why did the Soviet Union invade?**

**General Comments**

The paper proved to be very accessible to the broad ability range of candidates and it discriminated well. It is particularly pleasing to note the confidence with which candidates approached the topic, displaying an informed understanding of events which enabled them to put the sources into context. Indeed it was not uncommon for candidates to concentrate too much on the background and context of a source to the neglect of the content of the source itself. Candidates were well informed about events in Hungary and they had a clear understanding of the nature of Soviet control and its weaknesses.

Time management by the vast majority of candidates was very good and consequently the proportion of incomplete scripts was small. A tiny minority of candidates answered the questions in reverse order. Such a strategy is misguided, as the questions are designed to lead candidates through the sources culminating in Q7.

As in previous years, the paper contained many opportunities for evaluating sources by cross-referencing, but there is a tendency for candidates to neglect evaluation, especially in Q7. This is a worrying trend because the essence of Paper 2 is that candidates are expected to "...comprehend, interpret, **evaluate**..." the sources (Syllabus 2000, p.6). Moreover, it is written into questions that candidates should explain their answer, "*using details of the source*". The sources are not merely stimulus material, their content, origin and purpose need to be considered and evaluated. Nonetheless, candidates were skilled in using their contextual knowledge to make sense of the sources, but they should be more explicit in taking the extra step to question or confirm the validity of the content of the source/s they are responding to. It would be to their advantage if candidates remembered the following when writing about a source:

**Content** – quote it.    **Comment** – on the content.    **Context** – relate to events.

More prosaically, a significant number of candidates did not write on the front of their script the numbers of the questions they had answered. Worryingly, at a number of centres candidates did not write their candidate number on the front of their script.

## Comments on Individual Questions

### Mark Scheme

Where a range of three marks is available for a level, award the middle mark unless the answer is a weak or strong answer at that level.

Q1 Source A

*Why did this speech give hope to people in countries controlled by the Soviet Union? Explain your answer, using details of the speech and your own knowledge.*

**6 marks**

Level 1	Simple comprehension.	1-2
Level 2	Valid inference/s unsupported by detail from the speech.	2-3
Level 3	Valid inference/s supported by detail from the speech.	4-5
Level 4	Valid inference/s supported by detail from the speech and put into context: the nature of Stalin's regime and his control over Eastern Europe.	6

Most candidates reached L3 and many of them reached the higher mark at that level. A significant proportion used their knowledge of the nature of Stalin's system to reach L4, referring to criticism of Stalin and his treatment of foreign countries, especially Yugoslavia. Weaker candidates tended to interpret the question as being concerned with life inside the Soviet Union, ignoring the reference to countries outside the Soviet Union which was in the question and the source. A small number of candidates wrote of Stalin still being in control and opposed by Khrushchev.

This answer was marked at Level 4 and was awarded maximum marks. It is a concise answer which includes appropriate detail from the source, places the speech in context and responds specifically to the question.

Q1

*Source A shows the treatment of the Russian people during Stalin's control: "violence, terror and execution", which from my own background knowledge I know to be true i.e. the AVO secret police and the ruthless manner through which he spread communism to countries surrounding Russia. The thought that the violence and persecution they suffered during Stalin's control would be coming to an end would give them hope.*

*They would also have been given hope by the fact that Khruchev (sic) denounced Stalin "Stalin behaved like a monster" and made it relevant to countries that bordered Russia. "Stalin also behaved like a criminal with foreign countries." This would have reassured them that changes relevant to satellite states would happen.*

Q2 Source B

*What point is the cartoonist making about the Soviet Union's control of Eastern Europe in 1956? Explain your answer, using details of the cartoon and your own knowledge.*

**8 marks**

- |         |   |     |
|---------|---|-----|
| Level 1 | Description of surface detail, but no valid opinion identified.   | 1-2 |
| Level 2 | Valid inference/s from the cartoon, unsupported by detail from the cartoon.   | 2-3 |
| Level 3 | Understands the cartoonist's point and explains how this is represented in the cartoon, using detail from the cartoon. Two points of support 5 marks. | 4-6 |
| Level 4 | Interprets the cartoon in context with specific reference to features of the cartoon, moving on from L3.  | 7-8 |

Candidates had no difficulty in responding to this question and it engaged the interest of many, who responded with closely observed answers on the nature and significance of the features of the cartoon. Over-long answers were uncommon, with candidates making effective use of their understanding and not wasting time. Most candidates reached L3 and many reached L4, making accurate reference to Tito's split with Moscow and riots in Poland and Hungary. A number of candidates interpreted the cartoon as illustrating Khrushchev's total control. They argued that even if countries did not obey (illustrated by leaving their place) they could not escape from the cage and would be whipped back into place.

This answer was marked at Level 4 and was awarded 8 marks. It is another example of a concise answer which merited maximum marks (despite the erroneous claim that Yugoslavia was ever a member of the Warsaw Pact).

*Source B refers to the Warsaw Pact, the central figure or ringmaster is Krushchev (sic) holding a whip, threatening the bears, which represent the other countries in the Warsaw Pact. It is the actions of the bears which represent the political stance in the countries. Bulgaria, Albania and Czechoslovakia are sitting quietly and accepting the authority of the ringleader – Soviet Union. Yet Hungary is walking off its pedestal, as is Poland, and Yugoslavia has totally left and is trying to leave the cage.*

*The cartoonist is trying to show the discontent in some countries in the Warsaw Pact about the Soviet Influence. Both the Hungarian and Polish bears refer to the demonstrations against Soviet control and influence. While as Yugoslavia has left the Warsaw Pact the bear is trying to leave the cage – the Warsaw Pact. The cartoonist is referring to the student demonstrations in Poland before the Hungarian uprising and displaying the scene as if the Soviet Union is losing control of its satellite (sic) countries.*

Q3 Source C

*Do you believe this explanation of the causes of the revolution in Hungary in 1956? Explain your answer, using details of the source and your own knowledge.*

**8 marks**

Level 1	Valid inference/s unsupported by detail from the source.	1-2
Level 2	Valid inference/s supported by detail from the source. Two points of support 3 marks.	2-4
<b>OR</b>	Stock Evaluation	2-4
Level 3	Evaluates the source by cross-references to another source or by commenting on the tone/language of the source, supported by detail from the source/s.	4-6
Level 4	Evaluates the source through relevant contextual knowledge, supported by detail from the source.	7-8

Most candidates reached L3, usually by commenting on the obvious bias in the language of the source and particularly selecting, "Last year he smiled for only the second time in his life". Many candidates did use their contextual knowledge to evaluate the source, but such answers tended not to be typical. This answer was marked at Level 3 and was awarded 6 marks. It is included as an example of an answer which uses cross-reference to evaluate, yet ignores the obvious bias in the language of the source. It also illustrates how, in the second paragraph, a candidate makes an attempt to evaluate the content through their knowledge, but was not specific enough to warrant L4.

*In Source C we are told how the revolution was caused by the poor running of Hungary by Gero, who was a communal dictator. This source tells us also how there were secret police and also how he enjoyed violence and destruction. "Last year he smiled for the second time ... He ordered the Hungarian secret police to machine-gun students demonstrating."*

*Also the Historian mentions that Gero had made 120,000 slave labourers and had ruined Hungaries (sic) economic policies. This source was written by a Hungarian Historian but it seems believable because he gives facts and dates, and the Hungarian revolution was caused by students in 1956.*

*This source also agrees with source B, because source B shows how the Hungarians want to leave Soviet control. They wanted to leave because they were unhappy with the running of their country with slave labour. Source B shows how angry they are with the Soviets, the Hungarian bear looks angry and is leaving its platform.*



Q4 Sources D and A

*Does Source D prove that Khrushchev did not mean what he said in Source A? Explain your answer, using details of both sources and your own knowledge.*

**8 marks**

- |           |   |     |
|-----------|---|-----|
| Level 1   | Uncritical acceptance of the sources, unsupported by detail from the sources.   | 1-2 |
| Level 2   | Uncritical acceptance of the sources, supported by detail from the sources.<br>Two points of support 3 marks.<br>If refers to one source only do not award the highest mark | 2-4 |
| <b>OR</b> | Stock Evaluation<br>If refers to one source only do not award the highest mark.   | 2-4 |
| Level 3   | Evaluates the content of <b>one</b> source, using relevant contextual knowledge or cross-reference, supported by detail from the source.                                    | 4-6 |
| Level 4   | Evaluates the content of <b>both</b> sources, using relevant contextual knowledge or cross-reference, supported by detail from the sources.                                 | 7-8 |

**N.B** Within levels 3 and 4 it does not matter if candidates argue there is no conflict between the sources. It is evaluation which is important. If candidates do argue that there is no conflict and give support, then award the top mark within the level.

This question proved to be the most difficult on the paper and it did not discriminate well, with the majority of candidates reaching L2, many reaching L3 and a small minority reaching L4. Most candidates did comment on the contradiction between Khrushchev's words in his speech (Source A) and his actions in Hungary, but many did not attempt any evaluation of either source. When candidates did evaluate it was often Source D, rarely Source A. Although the high-level answer given here is untypical of the general run of responses, it is included to illustrate the evaluation of the sources. It was interesting to read so many well-informed answers and yet disappointing that candidates did not apply such knowledge to question the content, origin or purpose of the sources. Any doubting of Source D was typically a stock evaluation along the lines 'all memoirs are unreliable and not to be trusted.'

This answer was marked at Level 4 and was awarded 8 marks.

Q4

*I think that source D, in some respects does prove that he didn't mean what he said in source A.*

*Source D demonstrates that he "helped Hungary in 1956", yet they crushed their resistance and left 20,000 dead. This cannot be right for someone who supposedly said that Stalin's policies of "violence and terror" were unacceptable. It seems to*

*Report on Components taken in June 2000*

*me that source D is very biased against Hungary and displays many untrue facts. One false fact is that Imre Nagy's government was illegal. This is untrue. Khrushchev allowed the government to be formed after the anti-Soviet rebellion. He tries to disguise the fact that he was working for his own interests, using violence and terror, by saying that the "Warsaw Pact relied on us to stick together". He couldn't allow Hungary to break away because of its frontal position.*

*This shows that source A seems to have been a piece of propaganda. Although fairer, Khrushchev still wanted to dominate Eastern Europe and used source A to try and gain people's support after the terror years of Stalin.*

*Source D is full of falsified lies to try and explain why he did what he did, even in death he wanted to be remembered as a great person. This source is extremely biased against Hungary, Imre Nagy and the alliance of Warsaw Pact countries. This is to try and justify his violent action when he had said in source A that people "should be educated patiently" about communism. He obviously did not agree with Lenin's policies and only used them in his speech to gain support at the beginning of the rule.*

Q5 Sources E and F

*How useful are these sources in understanding why the Soviet Union invaded Hungary at that time? Explain your answer, using details of the sources and your own knowledge.*

**9 marks**

Level 1	Comprehension unsupported by detail from a source.	1-2
Level 2	Comprehension supported by detail from the sources. Two points of support 3 marks. If refers to one source only do not award the highest mark	2-4
<b>OR</b>	Stock Evaluation If refers to one source only do not award the highest mark.	2-4
Level 3	Evaluates the content <b>one</b> source, using relevant contextual knowledge or cross-reference, supported by detail from the source.	5-7
Level 4	Evaluates the content of <b>both</b> sources, using relevant contextual knowledge or cross-reference, supported by detail from the sources. A comparative assessment of utility should be rewarded at the top of the level.	8-9

This question produced a greater variety of answers than Q4 and generally was answered in a more informed manner. Broadly there were two groups of candidates: those who saw the implications of Source E for the Soviet Union and those who ignored it and concentrated on Source F. The majority of the former reached L3 by using their contextual knowledge to judge the usefulness of the telegram. Virtually all candidates commented on the usefulness of Source F but only, a minority were

*Report on Components taken in June 2000*

able to offer an evaluation which took them into L4. The obvious bias of the cartoon and its origin were not used effectively. A common assertion was that Britain was neutral and was not biased. Comment on the biased nature of the cartoon offered a simple route into L4, as illustrated by the following answer, which was awarded 9 marks.

*Source E is very useful in explaining why Hungary was invaded. As it is a telegram from Hungary itself trying to ask for help, it gives two important reasons for the Soviet attack. It shows that Hungary wanted to both withdraw from the Warsaw Pact and declare itself neutral in the cold war between East and West. In withdrawing from the Warsaw Pact Hungary would be separating itself from Russia and other Soviet satellites. Also, by declaring itself neutral the Soviet knew it would no longer support and 'protect' Russia in the cold war (satellites were used as 'buffer' states between Russia and the West). His telegram enables us to see exactly what Hungary had done (described by Nagy himself, therefore correct information) and appreciate the consequences that the Russians felt this would have. It is a genuine plea for help, asking the West to help defend Hungary against communism. This was enough for a communist attack as it was almost a treaty with the capitalist West, firmly opposed by communism.*

*Source F is obviously anti-communism, as it is featured in a British magazine (deeply opposed to socialism). It insinuates that Russia (a large country) invaded Hungary because it knew it could 'get away with it'. The cartoon suggests that the UN deliberately ignored the invasion, as the USSR thought it would. The cartoon offers no other background information or reasons behind the attack, other than it was done 'behind the backs' of UN members, who are preoccupied by more trivial matters such as Israel's invasion of Egypt. The cartoon depicts the USSR to be a big bully, trampling on the smaller 'innocent' Hungary. However, the cartoon is anti-communist and because it is bias (sic) it does not consider any of Russia's reasons/excuses for the attack.*

*I therefore think that source E is the most useful when trying to appreciate why Russia attacked, whereas source F is more useful when looking at what other (anti - communist) countries thought of the invasion.*

**Q6 Sources G and H**

*Do these cartoons agree about the Hungarian Revolution? Explain your answer, using details of both cartoons and your own knowledge.*

**9 marks**

- |         |   |     |
|---------|---|-----|
| Level 1 | Valid assertion explained, unsupported by detail from the cartoons.                               | 1-2 |
| Level 2 | Supports agreement/disagreement with detail from the cartoons. Two points of support 4 marks.     | 3-5 |
|         | If refers to one source only do not award the highest mark.                                       |     |
| Level 3 | Valid explanation of the point of view of <b>one</b> cartoon, supported by detail from a cartoon. | 5-7 |

- Level 4 Valid explanation of the point of view of **both** cartoons, supported by details from the cartoons. 8-9

An overwhelming majority of candidates interpreted the cartoons as disagreeing about the revolution and a significant majority reached L3, usually by explaining the viewpoint of Source G. Many also explained the perspective of Source H to reach L4. Explanation of Source G provided little difficulty, though as with Q5 a common assertion was that Britain was neutral and was not biased. There was an interesting range of interpretations of Source H. The latter included the (not uncommon) views that the 'revolutionaries' were making payments to the West, that taxes were being collected by Russia or that they were Russians being rewarded for crushing the Hungarians. A minority of candidates interpreted the question as asking if the cartoons agreed *with* the revolution.

This answer was marked at Level 4 and was awarded maximum marks.

*Both sources G and H are very contradictory. They both have illustrations of Hungarian revolutionaries, but they view them differently.*

*Source G portrays the revolutionaries as tired, poor women and their children. The cartoon makes us believe that the revolutionaries were just poor starving people trying to make a better life for themselves. There are no men in the picture, nor are there any weapons. This tells us that the revolutionaries were not ready to fight and they were no match for the Soviet Red Army. This cartoon creates a feeling of sympathy towards the Hungarians, and a feeling of hatred towards Russia. It is true that the Hungarian revolutionaries were not prepared to fight, they took many casualties, but they were capable of fighting. Thousands of Soviet troops died in the conflict.*

*Source H portrays the Hungarian revolutionaries as vicious, brutal, well-armed and well-trained mercenaries under the pay of the West. This cartoon tries to make us believe that the Hungarian revolution was all part of a plot by the capitalists to take over the USSR. Viewed with typical Soviet paranoia the cartoon disagrees with the idea that the Hungarian revolutionaries were just desperate people and suggests they were in fact fully prepared to fight and kill Soviet troops. This cartoon creates a feeling of betrayal on behalf of the Soviet government, as though Nagy and his revolutionaries are out to destroy Communism, and a feeling of disgust towards the West for stealthily starting a revolution to gain a foothold into Soviet soil. It is true that the Hungarians wanted a more western lifestyle, but they only asked for assistance from the UN, they weren't under their pay.*

*Both of these cartoons disagree with the other, they display what each particular country thought at the time. I would trust neither of these cartoons for an accurate look at history, as they are both simply propaganda.*

Q7 All the sources

*'The only reason the Soviet Union invaded Hungary in 1956 was to help the Hungarian people.'*

*Do the sources in this paper show this statement is correct?*

*Explain your answer, using details of the sources and your own knowledge.*

12 marks

- |            |   |     |
|------------|---|-----|
| Level 1    | General assertions unsupported by detail from a specific source   | 1-2 |
|            | These answers make valid points about the invasion, but without specified support from the sources.         |     |
| Level 2    | Uses relevant contextual knowledge only.  | 2-4 |
|            | These answers make valid points about the invasion in response to the question, but ignore the sources.     |     |
| Level 3    | Explains response using detail from the sources.  |     |
|            | a) One-sided answer, with specified support from the sources.   | 4-6 |
|            | b) Multi-causal answer, with specified support from the sources.  | 6-8 |
| Level 4    | Develops L3b to arrive at a judgement/conclusion.   | 9   |
| <b>N.B</b> | <b>In answering Q7 up to 3 additional marks are available for the quality of evaluation of the sources.</b> |     |

This question produced a very good response from candidates, with most reaching L3a and many reaching L3b. It was very pleasing to see how candidates constructed a logical argument from the sources, but it was disappointing that skills of evaluation displayed so competently in earlier questions were underused in Q7. Nonetheless, candidates understood clearly the need to select and synthesise information and they responded very directly to the question. It is emphasised that candidates must use detail from the sources to substantiate their argument. It is not enough to group sources by reference to their letter, assert that they are for and against and then write an essay making no further reference to the sources.

This answer was marked at Level 4 and was awarded 9 marks, plus 1 mark for evaluation in the second paragraph.

#### **Q7**

*On the one hand there are sources which suggest that the Soviet Union invaded in order to help the Hungarian people. For example, Source A shows a very just and fair leader, Khrushchev, who cares solely for the people. He was not like Stalin who 'behaved like a monster'. Source D also tries to support this, as Khrushchev claims that he wanted Hungary to stay in the Warsaw Pact and that the invasion was a form of protection for communism. Source C indicates the poor condition of Hungary which suggests it needed taking over. It describes a "ruined" Hungary.*

*On the other hand, there are sources which suggest that the Soviet Union invaded Hungary to get more control. I know this is true because Khrushchev wanted to spread communism across Europe, and wanted to contain any resistance and prevent members of the Warsaw Pact leaving. Sources which back up my*

*knowledge include Source B. Source B clearly shows that Khrushchev used violence and intimidation in order for the Soviets to control parts of Europe. He would 'whip' countries into place like a ringmaster. Some of the countries didn't like this, but violence was used to force them to stay in the Warsaw Pact and co-operate with his ideas of communism.*

*Other sources simply show that when one of the countries, Hungary wanted to withdraw, they were invaded. Hungary desperately needed help from the UN to form effective resistance. This is shown in Source E, "We turn to the United Nations". However, Source F shows that the UN were too distracted dealing with Israel's invasion of Egypt and ignored the bullying of Hungary by the USSR.*

*Overall, my conclusion is that the statement that 'the only reason the Soviet Union invaded Hungary in 1956 was to help the Hungarian people' is not absolutely correct. Some sources back up this statement, but some of these are unreliable because they are one-sided (such as Khrushchev's speech and book). My own knowledge tells me that the main reason for invasion was the fact that the Soviet Union wanted to keep Hungary and their ideas of communism under control. Source B supports this view, with Khrushchev controlling the bears.*

## **1607/03 – Coursework**

### **General Comments**

The general standard of work was again excellent with much outstanding work being submitted. There was very little poor work with even the weaker candidates able to demonstrate reasonable levels of skill, understanding and knowledge.

The majority of centres had their marks left unchanged by the moderators. The marks of a number of centres were increased while a very small number had their marks reduced. Generally, the marking of coursework is detailed and accurate with most centres carrying out careful internal moderation as a final check. Moderators found the annotation of candidates' work explaining why certain levels or marks had been awarded very useful.

Although most centres were efficient and helpful in the way they organised and presented their candidates' coursework, there were a few centres who caused moderators a lot of work. The main problems included: incorrect transcription of marks onto the MS1; failure to write the name, number and mark of candidates on the outside of their folders; the use of bulky ring binders for candidates' work; and the placing of each sheet of a candidate's work in a separate plastic cover. Some centres who use the OCR tasks for Objective 3 have quite understandably reduced the number of questions in these tasks. If this is done it is important that centres either reapportion the spare marks to the remaining questions or scale the final marks of the candidates. This assignment must end up with candidates being awarded a mark out of 30.

Many centres are now setting their own questions for Objectives 1 and 2 but the OCR source based assignments are still widely used for Objective 3. This year there were almost no examples of inappropriate assignments being set. Care should be taken when marking exercises testing Objective 3. These often consist of six or more questions and this can make it difficult for candidates to score a final high mark if odd marks are being lost along the way. When marking this work it is important to use the top mark in levels to award the top level. Do not wait for perfect answers before doing this. A failure to use the full range of marks will lead to a bunching of the marks and a lack of differentiation.

The standard of work for Objective 3 is very high. A result no doubt of the attention that has been paid to source work in classrooms over the last few years. Candidates are particularly good at applying their contextual knowledge and understanding to the interpretation, analysis and evaluation of sources. Simplistic evaluation of sources e.g. primary sources are biased, sources are unreliable simply because they are e.g. British or German, photographs tell us what really happened, is fast disappearing. However in Assignment, testing Objectives 1 and 2, some candidates still seem to think that by describing what happened somehow explains why it happened. Although most candidates eventually do produce explanations and analysis these are often prefaced by long, detailed and unnecessary descriptive and narrative accounts which gain very few marks, waste the candidates' time and effort and result in pieces of work which go far beyond the recommended length for

*Report on Components taken in June 2000*

coursework. Candidates should be reminded that with a clear focus on the question it is possible to score high marks without writing an excessive amount. As a general rule, the longer answers became, the less focused they were. One other weakness in work for Objectives 1 and 2 is a tendency for some good candidates to very carefully explain for example the role of different factors or both sides of an argument, without going on to reach a conclusion where candidates can give, and support, their own views and ideas.

With an increasing number of centres now setting their own assignments, it is worth reminding centres that all new assignments must be submitted to a coursework consultant for prior approval. The names and addresses of the coursework consultants can be obtained from OCR.



## Modern World History 1607

### Component Threshold Marks

Component	Max mark	A	B	C	D	E	F	G	U
11 (Paper 1)	73	52	43	35	29	23	17	11	0
12 (Paper 1)	73	55	46	37	30	23	17	11	0
13 (Paper 1)	73	52	43	35	29	23	18	13	0
14 (Paper 1)	73	51	42	34	28	22	16	10	0
2 (Paper 2)	63	44	39	34	28	23	18	13	0
3 (Coursework)	63	51	44	37	29	22	15	8	0

### Overall Threshold Marks

Option	Max mark	A*	A	B	C	D	E	F	G	U
A 11+2+3	100	82	72	62	53	43	34	25	16	0
B 12+2+3	100	85	75	64	54	44	35	25	16	0
C 13+2+3	100	81	72	62	53	44	35	26	17	0
D 14+2+3	100	82	71	62	52	43	34	25	16	0

The cumulative percentage of candidates awarded each grade was as follows:

Syllabus	A*	A	B	C	D	E	F	G	U	Total candidates
1607	9.6	31.1	52.8	69.7	81.3	89.3	95.1	98.4	100	40634

## Modern World History (Short Course) 3607

### Component Threshold Marks

Component	Max mark	A	B	C	D	E	F	G	U
1 (Paper 1)	63	51	43	35	30	25	20	15	0
2 (Paper 2)	63	42	36	31	26	22	18	14	0
3 (Coursework)	63	51	44	37	29	22	15	8	0

### Overall Threshold Marks

Components	Max mark	A*	A	B	C	D	E	F	G	U
1 + 2 + 3	100	81	72	63	54	46	37	29	20	0

The cumulative percentage of candidates awarded each grade was as follows:

Syllabus	A*	A	B	C	D	E	F	G	U	Total candidates
3607	6.4	16.6	32.0	48.3	64.2	77.2	86.5	93.6	100	825