

Sample Assessment Materials

September 2007

GCE History

Edexcel Advanced Subsidiary GCE in History (8HI01)

First examination 2009

Edexcel Advanced GCE in History (9HI01)

First examination 2010



Edexcel GCE e-Spec

Your free e-Spec

This specification comes with a free e-Spec, Edexcel's electronic version of the specification. You will find the e-Spec disc inside the Specification book for this qualification.

Everything you need in one CD

The e-Spec provides a range of useful resources including:

- A Senior Examiner explaining the changes to the new specification
- A student guide which can be customised to help recruit students
- A course planner to make it easy to plan delivery
- Links to sample assessment materials so you can see what is expected
- Student exemplar to show the standards required
- Information on the products and services provided by Edexcel to support the specification.

Easy-to-use

Just click on the walkthrough to see how easy and useful the e-Spec is and get more out of this specification today.

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A Introduction

These sample assessment materials have been prepared to support the specification.

Their aim is to provide the candidates and centres with a general impression and flavour of the actual question papers and mark schemes in advance of the first operational examinations.

B Sample question papers

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6HI01/A – England in the Middle Ages and the Transition to the Early Modern World

Answer TWO questions: ONE question on each of the TWO topics for which you have been prepared. You may only answer ONE question on each topic.

**You should start the answer to your first question on page 4.
You should start the answer to your second question on page 12.**

A1 – Alfred the Great and the Vikings, 793–c900

EITHER

1. How important were divisions amongst Anglo-Saxons in explaining the successful Viking conquests in the 860s and 870s?

(Total 30 marks)

OR

2. How far did Alfred increase the prestige and military strength of Wessex in the years 879–99?

(Total 30 marks)

A2 – The Norman Conquest and its Impact on England, 1066–1135

EITHER

3. How far did mistakes by Harold Godwinson explain the success of William of Normandy in 1066?

(Total 30 marks)

OR

4. How extensive was English resistance to the Norman conquerors in the decade after the Battle of Hastings?

(Total 30 marks)

A3 – The Angevin Empire, 1154–1216

EITHER

5. How far was the personality and behaviour of Thomas à Becket responsible for the clash between Henry II and the Church in the years 1162–70?

(Total 30 marks)

OR

6. How far do King John's errors of judgement explain his loss of Normandy?

(Total 30 marks)

A4 – From Black Death to Great Revolt: England, 1348–81

EITHER

7. How significant was the Black Death in bringing about the decline in population in the second half of the fourteenth century?

(Total 30 marks)

OR

8. How far do you agree that the Poll Tax of 1380 was merely the trigger rather than the fundamental cause of the Peasants' Revolt of 1381?

(Total 30 marks)

A5 – Anglo-French Rivalry: Henry V and Henry VI, 1413–53

EITHER

9. How far was the overwhelming English victory at Agincourt the result of the military incompetence of the French army on that day?

(Total 30 marks)

OR

10. How far were the events of 1435 the turning point in the English struggle to preserve the inheritance of Henry V in France?

(Total 30 marks)

A6 – The Wars of the Roses in England, 1455–85

EITHER

11. How far was the outbreak of civil war in 1455 a direct result of Henry VI's inadequacies as a King?

(Total 30 marks)

OR

12. To what extent did Edward IV restore royal authority in the years 1471–83?

(Total 30 marks)

A7 – The Reign of Henry VII, 1485–1509

EITHER

13. How far was Henry VII's personal supervision of financial administration the key to his financial success?

(Total 30 marks)

OR

14. How far were Henry VII's relations with foreign powers determined by his dynastic insecurity?

(Total 30 marks)

**Put a cross in the box indicating the first question you have chosen to answer (☒).
If you change your mind, put a line through the box (☒/)
and then put a cross in another box (☒).**

Chosen Question Number:

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(Total 30 marks)

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Your second question choice must be on a different topic to your first question choice.**

**If you change your mind, put a line through the box (~~⊗~~)
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(Total 30 marks)

TOTAL FOR PAPER: 60 MARKS

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6HI01/B – Power, Belief and Conflict in Early Modern Europe

Answer **TWO** questions: **ONE** question on each of the **TWO** topics for which you have been prepared. You may only answer **ONE** question on each topic.

You should start the answer to your first question on page 4.
You should start the answer to your second question on page 12.

B1 – Luther, Lutheranism and the German Reformation, 1517–55

EITHER

1. Why were the weaknesses of the early sixteenth century Church so deeply resented in Germany in 1517?
(Total 30 marks)

OR

2. To what extent did the failure of Charles V to restore Catholic authority in Germany arise from circumstances beyond his control?
(Total 30 marks)

B2 – Meeting the Challenge? The Catholic Reformation, c1540–1600

EITHER

3. How significant were the decisions made by the Council of Trent in shaping the development of the Counter-Reformation Church?
(Total 30 marks)

OR

4. How far was the attack on heresy by Catholic rulers in the second half of the sixteenth century influenced by their political ambitions rather than their religious convictions?
(Total 30 marks)

B3 – The Revolt of the Netherlands, 1559–1609

EITHER

5. To what extent was revolt in the Netherlands caused by the actions and attitudes of Philip II?
(Total 30 marks)

OR

6. How far do you agree that the crucial factor in enabling the United Provinces finally to secure their independence was the leadership provided by Maurice of Nassau in the years 1590–1609?
(Total 30 marks)

B4 – The European Witchcraze, c1580–c1650

EITHER

7. To what extent were social and economic pressures responsible for triggering the persecution of witches in late sixteenth and early seventeenth century Europe?
(Total 30 marks)

OR

8. To what extent is the incidence of witchcraft trials across Europe in the years 1580–1650 explained by particular situations and individuals?
(Total 30 marks)

B5 – Conflict and Conquest in Ireland, 1598–1692

EITHER

9. How seriously was English control of Ireland threatened by the Tyrone Rebellion?
(Total 30 marks)

OR

10. How far do you agree that the Ulster Rebellion of 1641 had disastrous consequences for the entire Irish population in the years to 1660?
(Total 30 marks)

B6 – The Thirty Years War and its Impact on Continental Europe, 1618–60

EITHER

11. How far do you agree that the Thirty Years War was primarily a dynastic conflict?
(Total 30 marks)

OR

12. How far is it accurate to describe the Thirty Years War as a war without victors?
(Total 30 marks)

B7 – Crown, Conflict and Revolution in England, 1660–89

EITHER

13. To what extent were the policies adopted by Charles II in the years 1667–78 dominated by his desire ‘never to go on his travels again’?
(Total 30 marks)

OR

14. How far do you agree that the main cause of the revolution in 1688 was the birth of James II’s son?
(Total 30 marks)

**Put a cross in the box indicating the first question you have chosen to answer ()
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6HI01/C – The British Empire: Colonisation and Decolonisation

Answer **TWO** questions: **ONE** question on each of the **TWO** topics for which you have been prepared. You may only answer **ONE** question on each topic.

You should start the answer to your first question on page 4.
You should start the answer to your second question on page 12.

C1 – The Origins of the British Empire, c1680–1763

EITHER

1. To what extent were trading companies responsible for the growth of the British Empire in the years c1680–c1740?
(Total 30 marks)

OR

2. How far do you agree that the growth of the British Empire to 1763 was dependent on the rapid development of the slave trade?
(Total 30 marks)

C2 – Relations with the American Colonies and the War of Independence, c1740–89

EITHER

3. How accurate is it to describe relations between the Mother Country and the American colonies as peaceful and harmonious in the years 1740–63?
(Total 30 marks)

OR

4. How important was foreign intervention to the American colonies' achievement of independence by 1783?
(Total 30 marks)

C3 – The Slave Trade, Slavery and the Anti-Slavery Campaigns, c1760–1833

EITHER

5. Why did Britain's involvement in the slave trade grow so rapidly in the last forty years of the eighteenth century?
(Total 30 marks)

OR

6. How important was William Wilberforce to the campaign to abolish British participation in the slave trade?
(Total 30 marks)

C4 – Commerce and Conquest: India, c1760–c1835

EITHER

7. Why did the British government increasingly regulate the East India Company in the years c1770–1813?

(Total 30 marks)

OR

8. How important was Lord Cornwallis' contribution to the development of British rule in India?

(Total 30 marks)

C5 – Commerce and Imperial Expansion, c1815–70

EITHER

9. Assess the significance of the Industrial Revolution in the development of the British Empire in the period c1815–70.

(Total 30 marks)

OR

10. How far do you agree that Christian missionary activity was vital to the development of the British Empire in Africa and the Caribbean in the period c1815–70?

(Total 30 marks)

C6 – Britain and the Scramble for Africa, c1875–1914

EITHER

11. How important was the acquisition of Suez Canal shares to the development of the British Empire in the years to 1914?

(Total 30 marks)

OR

12. To what extent was the Second Boer War (1899–1902) a triumph for British imperial power?

(Total 30 marks)

C7 – Retreat from Empire: Decolonisation in Africa, c1957–1981

EITHER

13. To what extent did financial considerations influence Britain's decision to dismantle its empire in Africa in the 1950s and 1960s?

(Total 30 marks)

OR

14. How far do you agree that the retreat from Empire in Africa was achieved in an orderly and controlled manner?

(Total 30 marks)

Put a cross in the box indicating the first question you have chosen to answer (☒).
If you change your mind, put a line through the box (☒)
and then put a cross in another box (☒).

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(Total 30 marks)

TOTAL FOR PAPER: 60 MARKS

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6HI01/D – A World Divided: Communism and Democracy in the Twentieth Century

Answer TWO questions: ONE question on each of the TWO topics for which you have been prepared. You may only answer ONE question on each topic.

**You should start the answer to your first question on page 4.
You should start the answer to your second question on page 12.**

D1 – Crises, Tensions and Political Divisions in China, 1900–49

EITHER

1. How far do you agree that the Qing Dynasty fell mainly because of the humiliation of China at the hands of foreigners?
(Total 30 marks)

OR

2. How far was the Communist victory in the Civil War of 1946–49 a result of military mistakes committed by Chiang Kai-shek?
(Total 30 marks)

D2 – Mao's China, 1949–76

EITHER

3. How far did the position of women improve in China in the years 1949–65?
(Total 30 marks)

OR

4. How far did the Cultural Revolution of 1966–69 arise from a personal power struggle amongst the ruling elite?
(Total 30 marks)

D3 – Russia in Revolution, 1881–1924: From Autocracy to Dictatorship

EITHER

5. How far was the First World War the main cause of the fall of the Romanovs in February 1917?
(Total 30 marks)

OR

6. How far do you agree that the Bolsheviks won the Civil War of 1918–21 because they controlled more people and had access to more weapons?
(Total 30 marks)

D4 – Stalin’s Russia, 1924–53

EITHER

7. How far does Stalin’s position as General Secretary explain his success in defeating his rivals in the years 1924–29?

(Total 30 marks)

OR

8. How far did the priorities of the three Five-Year Plans change in the years 1929–41?

(Total 30 marks)

D5 – Pursuing Life and Liberty: Equality in the USA, 1945–68

EITHER

9. How far is it accurate to describe black Americans as second class citizens in the years 1945–55?

(Total 30 marks)

OR

10. How far is it accurate to say that the Black Power movements of the 1960s achieved nothing for black Americans?

(Total 30 marks)

D6 – Ideology, Conflict and Retreat: the USA in Asia, 1950–73

EITHER

11. How far was the Korean War a military and political success for the USA?

(Total 30 marks)

OR

12. How important was the Tet Offensive of 1968 in changing US policy in Vietnam?

(Total 30 marks)

D7 – Politics, Presidency and Society in the USA, 1968–2001

EITHER

13. How far did race relations improve in the USA in the years 1968–2001?

(Total 30 marks)

OR

14. Why in the 1980s did moral and religious issues gain such importance in US politics?

(Total 30 marks)

**Put a cross in the box indicating the first question you have chosen to answer (☒).
If you change your mind, put a line through the box (☒)
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Your second question choice must be on a different topic to your first question choice.
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(Total 30 marks)

TOTAL FOR PAPER: 60 MARKS

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Paper Reference(s)

6HI01/E

Edexcel GCE

History

Advanced Subsidiary

Unit 1

Option E: The Expansion and Challenge
of Nationalism

Sample Assessment Material

Time: 1 hour 20 minutes

Materials required for examination
Nil

Items included with question papers
Nil

Examiner's use only

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Team Leader's use only

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Instructions to Candidates

In the boxes above, write your centre number, candidate number, your surname, initial(s) and signature. Check that you have the correct question paper. Answer TWO questions: ONE question on each of the TWO topics for which you have been prepared. You may only answer ONE question on each topic. Write your answers in the spaces provided in this question paper. Do not use pencil. Use blue or black ink. Indicate which question you are answering by marking the box (). If you change your mind, put a line through the box () and then indicate your new question with a cross ().

Information for Candidates

The marks for individual questions are shown in round brackets: e.g. (30). There are 12 questions in this question paper. The total mark for this paper is 60. There are 20 pages in this question paper. Any blank pages are indicated.

Advice to Candidates

Quality of written communication will be taken into account in the marking of ALL your responses. Quality of written communication includes clarity of expression, the structure and presentation of ideas and grammar, punctuation and spelling.

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Turn over

6HI01/E – The Expansion and Challenge of Nationalism

Answer **TWO** questions: **ONE** question on each of the **TWO** topics for which you have been prepared. You may only answer **ONE** question on each topic.

You should start the answer to your first question on page 4.
You should start the answer to your second question on page 12.

E1 – The Road to Unification: Italy, c1815–70

EITHER

1. How far do you agree that the greatest obstacle to the growth of nationalism in Italy in the years 1815–70 was the influence of the Catholic Church?
(Total 30 marks)

OR

2. Did the legacy of the 1848 revolutions play a major part in the eventual unification of Italy?

Explain your answer.

(Total 30 marks)

E2 – The Unification of Germany, 1848–90

EITHER

3. To what extent did economic factors drive the process of unification in Germany in the years 1848–66?
(Total 30 marks)

OR

4. To what extent was the Kulturkampf a political misjudgement by Bismarck?

(Total 30 marks)

E3 – The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896–1943

EITHER

5. How far was the collapse of the Liberal state in Italy caused by the First World War?
(Total 30 marks)

OR

6. How far was Mussolini's control of Italy in the years 1925–43 dependent on the use of terror?

(Total 30 marks)

E4 – Republicanism, Civil War and Francoism in Spain, 1931–75

EITHER

7. How far do you agree that the failure of the Republicans in Spain in the years 1936–39 was almost entirely the result of foreign attitudes and intervention?

(Total 30 marks)

OR

8. How far did Franco's regime depend on the use of terror in the years 1945–75?

(Total 30 marks)

E5 – Germany Divided and Reunited, 1945–91

EITHER

9. To what extent was the contrasting development of East and West Germany in the years 1945–61 a result of external influence?

(Total 30 marks)

OR

10. How far does the emergence of Mikhail Gorbachev in Russia account for the fall of Honecker in 1989?

(Total 30 marks)

E6 – The Middle East, 1945–2001: The State of Israel and Arab Nationalism

EITHER

11. How far do you agree that it was the creation of the state of Israel that fuelled the growth of Arab nationalism in the years 1948–73?

(Total 30 marks)

OR

12. To what extent did the Iranian Revolution of 1979 strengthen Islamic fundamentalism and the desire to remove Western influence from the Middle East?

(Total 30 marks)

Put a cross in the box indicating the first question you have chosen to answer (☒).
If you change your mind, put a line through the box (☒)
and then put a cross in another box (☒).

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Your second question choice must be on a different topic to your first question choice.
If you change your mind, put a line through the box (☒)
and then put a cross in another box (☒).

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| Candidate No. | | | | | | | | | 6 H I 0 1 / F | Signature | |

Paper Reference(s)

6HI01/F

Edexcel GCE

History

Advanced Subsidiary

Unit 1

**Option F: The Expansion and Challenge
of Nationalism**

Sample Assessment Material

Time: 1 hour 20 minutes

Examiner's use only

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Team Leader's use only

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Materials required for examination
Nil

Items included with question papers
Nil

Instructions to Candidates

In the boxes above, write your centre number, candidate number, your surname, initial(s) and signature.
 Check that you have the correct question paper.
 Answer TWO questions: ONE question on each of the TWO topics for which you have been prepared. You may only answer ONE question on each topic.
 Write your answers in the spaces provided in this question paper.
 Do not use pencil. Use blue or black ink.
 Indicate which question you are answering by marking the box (☒).
 If you change your mind, put a line through the box (☒) and then indicate your new question with a cross (⊗).

Information for Candidates

The marks for individual questions are shown in round brackets: e.g. (30).
 There are 14 questions in this question paper. The total mark for this paper is 60.
 There are 20 pages in this question paper. Any blank pages are indicated.
This paper contains a topic entitled From Second Reich to Third Reich: Germany, 1918–45. Centres entering for this option may not study Nazi Germany at A2 and therefore 6HI01/F is a prohibited combination with 6HI03/F.

Advice to Candidates

Quality of written communication will be taken into account in the marking of ALL your responses. Quality of written communication includes clarity of expression, the structure and presentation of ideas and grammar, punctuation and spelling.

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Turn over

6HI01/F – The Expansion and Challenge of Nationalism

Answer **TWO** questions: **ONE** question on each of the **TWO** topics for which you have been prepared. You may only answer **ONE** question on each topic.

You should start the answer to your first question on page 4.
You should start the answer to your second question on page 12.

F1 – The Road to Unification: Italy, c1815–70

EITHER

1. How far do you agree that the greatest obstacle to the growth of nationalism in Italy in the years 1815–70 was the influence of the Catholic Church?
(Total 30 marks)

OR

2. Did the legacy of the 1848 revolutions play a major part in the eventual unification of Italy?

Explain your answer.

(Total 30 marks)

F2 – The Unification of Germany, 1848–90

EITHER

3. To what extent did economic factors drive the process of unification in Germany in the years 1848–66?
(Total 30 marks)

OR

4. To what extent was the Kulturkampf a political misjudgement by Bismarck?

(Total 30 marks)

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

EITHER

5. How far was the collapse of the Liberal state in Italy caused by the First World War?
(Total 30 marks)

OR

6. How far was Mussolini's control of Italy in the years 1925–43 dependent on the use of terror?

(Total 30 marks)

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

EITHER

7. How far do you agree that the failure of the Republicans in Spain in the years 1936–39 was almost entirely the result of foreign attitudes and intervention?
(Total 30 marks)

OR

8. How far did Franco's regime depend on the use of terror in the years 1945–75?
(Total 30 marks)

F5 – Germany Divided and Reunited, 1945–91

EITHER

9. To what extent was the contrasting development of East and West Germany in the years 1945–61 a result of external influence?
(Total 30 marks)

OR

10. How far does the emergence of Mikhail Gorbachev in Russia account for the fall of Honecker in 1989?
(Total 30 marks)

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

EITHER

11. How far do you agree that it was the creation of the state of Israel that fuelled the growth of Arab nationalism in the years 1948–73?
(Total 30 marks)

OR

12. To what extent did the Iranian Revolution of 1979 strengthen Islamic fundamentalism and the desire to remove Western influence from the Middle East?
(Total 30 marks)

F7 – From Second Reich to Third Reich: Germany, 1918–45

EITHER

13. How far was the economic slump in Germany responsible for the remarkable rise in support for the Nazi Party in the years 1928–30?
(Total 30 marks)

OR

14. How accurate is it to say that persecution of the Jews in Germany steadily intensified in the years 1933–42?
(Total 30 marks)

**Put a cross in the box indicating the first question you have chosen to answer (☒).
If you change your mind, put a line through the box (☒)
and then put a cross in another box (☒).**

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(Total 30 marks)

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**Put a cross in the box indicating the second question you have chosen to answer (☒).
Your second question choice must be on a different topic to your first question choice.
If you change your mind, put a line through the box (☒)
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Chosen Question Number:

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(Total 30 marks)

TOTAL FOR PAPER: 60 MARKS

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6HI02/A – Early Modern British History: Crown and Authority

Choose EITHER A1 (Question 1) OR A2 (Question 2) for which you have been prepared.

A1 – Henry VIII: Authority, Nation and Religion, 1509–40

Study Sources 1 to 8. Answer Question 1, parts (a) and (b). There is a choice of questions in part (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) (i) OR (b) (ii) on page 9.

Question 1

Answer part (a) and then answer EITHER part (b) (i) OR part (b) (ii).

(a) Study Sources 1, 2 and 3.

How far do these sources suggest that the smaller monasteries were dissolved in 1536 because of their corruption?

Explain your answer, using the evidence of Sources 1, 2 and 3.

(20)

EITHER

(b) (i) Use Sources 4, 5 and 6 and your own knowledge.

Do you agree with the suggestion in Source 6 that Henry and Wolsey conducted an effective foreign policy in the years 1515–25?

Explain your answer, using Sources 4, 5 and 6, and your own knowledge.

(40)

OR

(b) (ii) Use Sources 7 and 8 and your own knowledge.

Do you accept the view expressed in Source 8 that the fall of Thomas Cromwell in 1540 was primarily the work of his enemies at Court?

Explain your answer, using Sources 7 and 8 and your own knowledge.

(40)

(Total 60 marks)

TOTAL FOR QUESTION 1: 60 MARKS

6HI02/A – Early Modern British History: Crown and Authority

Choose **EITHER A1 (Question 1) OR A2 (Question 2)** for which you have been prepared.

A2 – Crown, Parliament and Authority in England, 1588–1629

Study Sources 9 to 15. Answer Question 2, parts (a) and (b). There is a choice of questions in part (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) (i) OR (b) (ii) on page 9.

Question 2

Answer part (a) and then answer **EITHER** part (b) (i) OR part (b) (ii).

(a) Study Sources 9, 10 and 11.

How far do Sources 9, 10 and 11 suggest that the authority of Elizabeth's government was seriously threatened in the last decade of her reign?

Explain your answer, using the evidence of Sources 9, 10 and 11.

(20)

EITHER

(b) (i) Use Sources 12 and 13 and your own knowledge.

Do you agree with the view suggested in Source 12, that it was the outbreak of the Thirty Years War that made it impossible for James to achieve the aims of his foreign policy?

Explain your answer, using Sources 12 and 13 and your own knowledge.

(40)

OR

(b) (ii) Use Sources 14 and 15 and your own knowledge.

Do you agree with the view that the character and attitudes of Charles I were the main cause of the breakdown of relations between King and Parliament in 1629?

Explain your answer, using Sources 14 and 15 and your own knowledge.

(40)

(Total 60 marks)

TOTAL FOR QUESTION 2: 60 MARKS

**Indicate which question you are answering by marking the box (☑).
If you change your mind, put a line through the box (☒) and then indicate your new question with a cross (☑).**

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Paper Reference(s)

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History

Advanced Subsidiary

Unit 2

Option A: Early Modern British History:

Crown and Authority

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Choose EITHER A1 (Question 1) OR A2 (Question 2) for which you have been prepared.

A1 – Henry VIII: Authority, Nation and Religion, 1509–40

Sources for use with Question 1

SOURCE 1

(From a report by Richard Layton, one of Thomas Cromwell's commissioners, on a visit he made to the priory of Maiden Bradley in 1535)

I send you supposed religious relics – God's coat, Our Lady's smock, part of God's supper – and all this from the priory at Maiden Bradley. Here you will find a holy father who has six children. His sons are all tall men who wait on him, and he thanks God that he never meddled with married women, but only with maidens (the fairest that could be got). The Pope, considering this holy father's weaknesses, has given him licence to keep a whore.

SOURCE 2

(From the Act of 1536 dissolving monasteries with an income of less than £200 a year)

Manifest sin, vicious, carnal and abominable living is being daily used and committed among the small abbeys, priories and other religious houses. The governors of such religious houses spoil, destroy, consume and utterly waste their properties to the high displeasure of almighty God. And although many continual visitations have been made for an honest and charitable reformation, yet their vicious living shamelessly increases, so that unless such small houses are utterly suppressed there can be no reform of these matters.

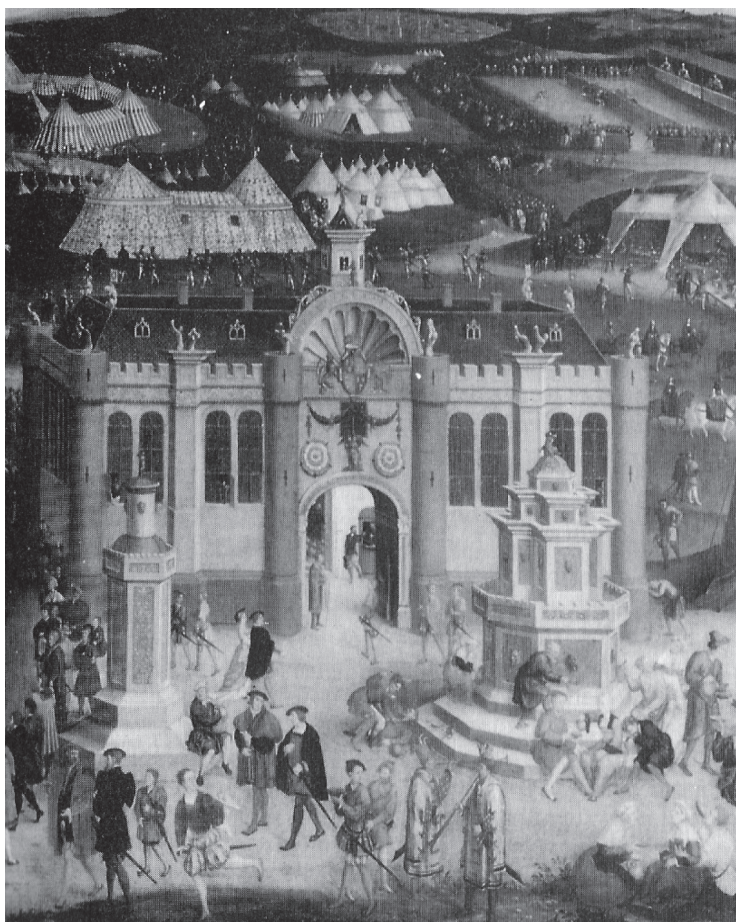
SOURCE 3

(From the Deposition of Robert Aske, leader of the Pilgrimage of Grace, in 1536. His statements were taken before his execution in 1537.)

The said Aske says that he opposed the suppression of the monasteries because the abbeys in the North gave great alms to poor men and laudably served God. And by the suppression the service of God is greatly diminished. The church of God is damaged and pulled down, the ornaments and relics of the church are irreverently treated, and tombs of honourable and noble men pulled down and sold. There is no hospitality now kept in those parts, nor places for travellers to stay, and the profits of the abbeys now go out of the area to the King.

SOURCE 4

(Part of a painting made c1520 showing The Field of the Cloth of Gold during the meeting between Henry VIII and Francis I of France. From K Randell, *Henry VIII and the Government of England*, published 1991.)



SOURCE 5

(From a letter written to Wolsey by the Dukes of Norfolk and Suffolk in May 1525, concerning the troubles associated with the Amicable Grant)

We have to tell your Grace that more and more knowledge is coming to us, that the joining together of many evil-disposed persons of this town has extended to many other places, not only in Norfolk and in Essex, but in Cambridgeshire, the town and university of Cambridge, and many other counties. We think we never saw the time so needful for the King's Highness to call his council, to debate and determine what is best to be done.

SOURCE 6

(From David Grossell, *Henry VIII 1509–29*, published 1998)

English diplomacy between 1515–25 failed to bring great gains to the country, but it did thrust the country into a major role that its wealth and population scarcely justified and made hard to sustain. Wolsey's aim was to serve his master and maintain Henry's honour and influence. In hindsight this may well seem vainglorious, but the conflict between Francis and Charles may have been inevitable, and Henry and Wolsey did well to preserve an independent and active role and win glory, honour and prestige, which meant so much to Henry.

SOURCE 7

(From the Parliament Roll of 1540, listing the charges made against Thomas Cromwell in the Act of Attainder, used to avoid the necessity of a trial)

Thomas Cromwell, contrary to the trust and confidence that your Majesty had in him, caused many of your majesty's faithful subjects to be greatly influenced by heresies and other errors, contrary to the right laws and pleasure of Almighty God. And in the last day of March 1539 when certain new preachers, such as Robert Barnes, were committed to the Tower of London for preaching and teaching against your Highness's proclamations, Thomas Cromwell confirmed the preacher to be good. And moreover, the said Thomas Cromwell, being a man of very base and low degree, has held the nobles of your realm in great disdain, derision and detestation.

SOURCE 8

(From A Anderson and A Imperato, *Tudor England 1485–1603*, published 2001)

Cromwell accepted his defeat on religious policy and might have survived if his enemies at Court had not made good use of the collapse of the Cleves marriage. Henry's distaste for Anne was heightened by his growing desire for Catherine Howard, the pretty, young and flirtatious niece of the Duke of Norfolk – Cromwell's bitterest rival on the Privy Council. The Protestant alliance, Cromwell's religious preferences and the Cleves marriage created a suspicion in Henry's mind that his chief minister was pursuing his own interests rather than his king's. This was a suspicion that Cromwell's enemies were well placed to exploit, and on this occasion Henry's anger and desire seems to have clouded his judgement.

Choose EITHER A1 (Question 1) OR A2 (Question 2) for which you have been prepared.

A2 – Crown, Parliament and Authority in England, 1588–1629

Sources for use with Question 2

SOURCE 9

(From a letter written to Lord Burghley by a Somerset JP, Edward Hext, in 1596)

I do not see how it is possible for poor farmers to bear the taxes and burdens laid upon them by us, alongside the plundering of the infinite numbers of wicked, wandering idle beggars. Some (encouraged by the wandering vagrants) say boldly that they must not, they will not, starve. This may become dangerous if they get together with the vagrants, who are so many, especially in this time of famine, and who teach them to have contempt both of noblemen and gentlemen, continually whispering in their ears that the rich men have taken everything and will starve the poor.

SOURCE 10

(From a letter sent from the Privy Council in July 1598 to the Commissioners appointed to collect taxes following the parliamentary grant of a subsidy. There were particular financial pressures at this time, caused by the ongoing war with Spain.)

Considering the excessive costs that her Majesty bears for the necessary defence of her kingdom and loving subjects, both by sea and by land, far greater than her predecessors, you must perform your duties with great care. Recent subsidies have brought in far less than those of former ages. And it has been noted that the burden is laid on the meaner sort and on labourers, who only contribute small sums, but are far less able to bear the burden; and the wealthier and best able to pay are too favourably dealt with. Which fault damages both her Majesty's name and her people.

SOURCE 11

(From the writer Thomas Dekker, describing English reactions to Elizabeth's death in 1603)

The report of her death was like a thunderclap, able to kill thousands. It took away the heart from millions. For having brought up, under her wing, a nation of people who were almost all born under her, that never saw the face of any prince but her – how was it possible but that her sickness should create everywhere a universal fear and her death an astonishment?

SOURCE 12

(From Katherine Brice, *The Early Stuarts, 1603–40*, published 1994)

James was a peace lover and he was anxious above all to keep England out of a major war. He was ambitious and wished to secure a marriage alliance with the Spanish Habsburgs, still the most powerful rulers in the world. He wanted to make himself the mediator of Europe and he sought to use the marriages of his children to achieve this. At the start of the reign these three ambitions were unrealistic but not impossible. However events, and in particular the outbreak of the Thirty Years War in Europe, were to put them all out of reach by the 1620s.

SOURCE 13

(From a parliamentary debate about foreign policy in November 1621, in which the implications of the war in Europe were discussed)

- Sir George More “Religion is martyred in Bohemia, wounded in France, scattered in Germany, and yet we sit in peace. The King’s children are in danger to be dispossessed by their enemies, Spain and the Emperor. Would this not blemish us and our religion? It will grieve me if we do nothing at this time.”
- Sir Richard Grosvenor “To have our army maintained in the Palatinate is the desire of the enemy, because it will consume us. It is better and easier to begin in the Low Countries.”

SOURCE 14

(From the Proclamation issued by Charles I after the Dissolution of Parliament in March 1629)

The House of Commons has in recent years tried to extend their privileges by setting up general committees for religion, for courts of justice, for trade and the like. They have questioned all sorts of men, and complaints of all sorts are taken seriously, to the unsufferable disturbance of justice and government. Their aim was to break through all rules and customs of government, and to erect a universal over-swaying power to themselves, which belongs only to the Crown and not to them.

SOURCE 15

(From Robert Ellis, *People, Power and Politics, Vol 1*, published 1992)

Charles inherited from his father a favourite minister who was unpopular with almost everyone except the king, a shaky financial situation, and deepening religious divisions. Among the things that Charles did not inherit from his father were James’s political judgement, his patience with those who held views that differed from his own, and his ability to negotiate and compromise. Charles found it difficult to see other people’s point of view and even more difficult to compromise when he thought he was right. He tended to interpret opinions that differed from his own as challenges to his monarchical authority.

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6HI02/B – British Political History in the 19th Century

Choose EITHER B1 (Question 1) OR B2 (Question 2) for which you have been prepared.

B1 – Britain 1830–85: Representation and Reform

Study Sources 1 to 7. Answer Question 1, parts (a) and (b). There is a choice of questions in part (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) (i) OR (b) (ii) on page 9.

Question 1

Answer part (a) and then answer EITHER part (b) (i) OR part (b) (ii).

(a) Study Sources 1, 2 and 3.

How far do Sources 2 and 3 support the impression the author of Source 1 gives of the motives of those supporting parliamentary reform?

Explain your answer, using the evidence of Sources 1, 2 and 3.

(20)

EITHER

(b) (i) Use Sources 4 and 5 and your own knowledge.

Do you agree with the view that the 1832 Reform Act did little to improve representation in England?

Explain your answer, using Sources 4 and 5 and your own knowledge.

(40)

OR

(b) (ii) Use Sources 6 and 7 and your own knowledge.

Do you agree with the view that the most important consequence of the 1867 Reform Act was the impact it had on the Conservative and Liberal parties?

Explain your answer, using Sources 6 and 7 and your own knowledge.

(40)

(Total 60 marks)

TOTAL FOR QUESTION 1: 60 MARKS

6HI02/B – British Political History in the 19th Century

Choose EITHER B1 (Question 1) OR B2 (Question 2) for which you have been prepared.

B2 – Poverty, Public Health and the Growth of Government in Britain, 1830–75

Study Sources 8 to 14. Answer Question 2, parts (a) and (b). There is a choice of questions in part (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) (i) OR (b) (ii) on page 9.

Question 2

Answer part (a) and then answer EITHER part (b) (i) OR part (b) (ii).

(a) Study Sources 8, 9 and 10.

How far do Sources 9 and 10 support the impression given in Source 8 of the smooth implementation of an improved Poor Law system?

Explain your answer, using the evidence of Sources 8, 9 and 10.

(20)

EITHER

(b) (i) Use Sources 11 and 12 and your own knowledge.

Do you agree that the poor laws were reformed in 1834 mainly in order to reduce the cost of poor relief?

Explain your answer, using Sources 11 and 12 and your own knowledge.

(40)

OR

(b) (ii) Use Sources 13 and 14 and your own knowledge.

Do you agree with the view that little progress was made towards improving public health in the years 1830–70?

Explain your answer, using Sources 13 and 14 and your own knowledge.

(40)

(Total 60 marks)

TOTAL FOR QUESTION 2: 60 MARKS

**Indicate which question you are answering by marking the box (☒).
If you change your mind, put a line through the box (☒) and then indicate your new
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Paper Reference(s)

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History

Advanced Subsidiary

Unit 2

**Option B: British Political History in the
19th Century**

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Choose EITHER B1 (Question 1) OR B2 (Question 2) for which you have been prepared.

B1 – Britain 1830–85: Representation and Reform

Sources for use with Question 1

SOURCE 1

(From the *Quarterly Review*, February 1831. The *Quarterly Review* was a Tory journal.)

What can be the motive of all these sudden conversions to the cause of Parliamentary Reform? The answer is short enough, and must be on the lips of everyone who is not afraid to look at the truth. It is the dread of physical force.

SOURCE 2

(From Lord Grey's instructions in December 1830 to the committee responsible for preparing a draft of the parliamentary reform Bill)

The measure should be large enough to satisfy public opinion and to provide a sure basis for resistance to further innovation. It should be so based on property and on existing franchises and existing territorial divisions as to run no risk of overthrowing the form of government.

SOURCE 3

(From Lord John Russell's speech introducing the Reform Bill to the House of Commons, 1 March 1831)

Allow me to imagine for a moment a visit from a stranger from some distant country. What would be his surprise if he were taken by his guide to a green mound and told that this green mound sent two members to Parliament – or, if he were shown a green park, with many signs of vegetable life, but none of human habitation, and told that this green park sent two members to Parliament? But his surprise would increase to astonishment if he went into the North of England, where he would see large flourishing towns, full of trade and activity, and were told that these places had no Representatives in the Assembly which was said to represent the people.

Ministers have thought that it would not be sufficient to propose a measure which would merely cure some notorious defects. They have thought that half measures would not be sufficient to give stability to the Throne, authority to Parliament or satisfaction to the country.

SOURCE 4

(From a Chartist Newspaper published in 1839. These figures relate to the period from the general election of 1837.)

THE LYING WHIG REFORM ACT

THE FOLLOWING TABLES EXHIBIT THE MONSTROUS DELUSION THAT THE REFORM ACT DESTROYED THE ROTTEN BOROUGH SYSTEM

Contested elections at which the votes polled for the successful candidate were less than 200.

| Borough | Number of Votes | Numbers eligible to vote | Population |
|---------|-----------------|--------------------------|------------|
| Arundel | 176 | 380 h* | 2,803 |
| Brecon | 151 | 350 h | 5,026 |
| Frome | 125 | 450 h | 12,240 |

(A further 28 boroughs were listed)

*h = £10 householders

SOURCE 5

(From Sir David Lindsay Kier, *The Constitutional History of Modern Britain*, 7th edition, published 1964)

The Reform Act sufficiently changed the electoral system to ensure that the decision of the larger and less easily manageable constituencies would determine which party obtained an effective majority. The Act led directly to a thorough organisation of parties in the constituencies and in Parliament. By ensuring the ultimate supremacy of the electorate it justified the supremacy of the House of Commons over the House of Lords. Finally it provided an example of wholesale electoral reform which stimulated the demand for further change.

SOURCE 6

(From a speech by Viscount Cranbourne in the House of Commons in May 1867. He is referring to Disraeli's acceptance of an amendment to his Reform Bill which would give the vote to householders in the boroughs who paid rates through their landlords.)

Disraeli has announced a change of startling magnitude, a change which involves the admission of some 500,000 people to the franchise. I say of this policy that it is a total denial of the principles of the Conservative Party.

SOURCE 7

(From Rohan McWilliam, *Popular Politics in Nineteenth-century England*, published 1998)

The Reform Act of 1867 introduced an age of mass parties in which the political machine determined the content of policies. The Conservative and Liberal parties vied with each other to make increasingly ideological appeals to blocs of voters. This called for new forms of electioneering. Image and presentation began to matter much more in politics. Where politics had before principally been a local matter, Gladstone helped to create a national constituency that would be roused by his moralising of politics.

After 1867, the Conservative Party created a network of Conservative Working Men's Associations. The Liberal defeat in 1874 led to the creation of the National Liberal Federation.

Choose EITHER B1 (Question 1) OR B2 (Question 2) for which you have been prepared.

B2 – Poverty, Public Health and the Growth of Government in Britain, 1830–75

Sources for use with Question 2

SOURCE 8

(From a letter written on 1 December 1834 by Nassau Senior, a Poor Law Commissioner, to George Villiers, a diplomat and politician)

Our domestic revolution is going on in the most peaceful and prosperous way. The Poor Law Act is covering England and Wales with a network of small ‘kingdoms’, in which the Guardians are chosen by the occupiers and ratepayers. The power of the old parish authorities concerning the Poor Law has ended in half the country already, and will be brought to an end in the rest by the end of next year. Fifteen Assistant Commissioners, each with £1000 a year with which to inspire their work, are in constant motion to bring about these changes, and ten more are to be added to them.

SOURCE 9

(From a report by W J Gilbert, an assistant commissioner, to the Poor Law Commission in 1836. He is describing the rumours which spread about the New Poor Law in Devon.)

There was opposition because the poor had been deceived. Few really understood the intentions of the Guardians, and the opposition was not against the law, but against the lies that had been told about it. There was not anything too horrible or too absurd to be circulated. The poor fully believed that all the bread was poisoned, and that the only cause for giving it instead of money was so that the authorities could kill the paupers. As soon as the intentions of the law were understood, the most riotous submitted and received the Poor Law Amendment Act gladly.

SOURCE 10

(From a speech by J H Cutler to the Birmingham Town Council, 1 December 1840. Mr Cutler was a local councillor.)

It has been said that management of the New Poor Law is more economical than it was under the old arrangements. To prove this, Mr Weale, the Assistant-Commissioner, stated that the average cost to the population of Aston is only 2s 8d (13p), while in Birmingham, which is still under the old system, it is 5s 5d (27p) a head. But I [Mr Cutler] should like to know how the parish of Aston could keep its poor rate so low. I have found upon unquestionable authority, that the cost of poor relief in England under the New Poor Law, in 1836, amounted to £4.25million pounds, which is a burden on each person in England of nearly 7s 7d (38p). Where, then, was this boasted economy under the new arrangement?

SOURCE 11

(From David Ricardo, *Principles of Political Economy*, published in 1819. This book influenced many leading politicians. Here he criticises the working of the Old Poor Law.)

While the present laws are in force, the cost of the fund for the maintenance of the poor will increase. The nature of the problem points out the remedy. By reducing the scope of the poor laws, by impressing upon the poor the value of independence, by teaching them that they must look to their own exertions for support, we shall have a healthier state.

SOURCE 12

(From A Brundage, *The English Poor Laws 1700–1930*, published in 2002)

A change occurred in public opinion, especially within the owners of property, in favour of a major overhaul of the poor law system. The chief reason for this was the impact of the Captain Swing Riots. In 1830–31 a great rising of the labourers took place and grievances over the poor law soon began to surface. In Sussex there were repeated arson attacks against the property of the overseers of the poor. In Hampshire, workhouses were destroyed by mobs.

The Whig leaders were worried about social stability. Savage punishments were given to rioters by the government. Government ministers and many MPs were determined that the anarchy of 1830–31 should never recur. The labourers may have been subdued by the courts, but there was further disciplinary work to be done. And that required major reform of the poor laws.

SOURCE 13

(From a Report by Robert Baker, District Surgeon to the Members of the Leeds Board of Health, 3 January 1833)

On 26th May the first case of pure cholera occurred in Blue Bell Fold, a small, dirty cul-de-sac containing about twenty houses inhabited by poor families.

If the Board will refer to the map which accompanies this report they will at once see how exceedingly the disease has prevailed in those parts of the town where there is often an entire lack of sewerage, drainage and paving.

As defective drainage, to which so many evils are to be attributed, is by no means confined to Leeds, it seems a subject worthy of legislation. I hope that some very speedy efforts will be made to obtain a national, or at the least a local, Act of Parliament.

SOURCE 14

(From G Ayres, *Social Conditions and Welfare Legislation 1800–1930*, published in 1988. Here, she is writing about the period before 1870.)

Progress in public health was slow. The early Victorian approach to public health was fundamentally negative. Central government did not attempt to set the pace, but rather to provide the powers which others might, if they wished, use. The whole tradition of government was against the positive interference of the central powers. As long as local and national governments put property rights before everything else, then it was impossible to overcome the forces of inertia.

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6HI02/C – Conflict and Change in 19th and 20th Century Britain

Choose EITHER C1 (Question 1) OR C2 (Question 2) for which you have been prepared.

C1 – The Experience of Warfare in Britain: Crimea, Boer and the First World War, 1854–1929

Study Sources 1 to 7. Answer Question 1, parts (a) and (b). There is a choice of questions in part (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) (i) OR (b) (ii) on page 9.

Question 1

Answer part (a) and then answer EITHER part (b) (i) OR part (b) (ii).

(a) Study Sources 1, 2 and 3.

How far do the sources suggest that the British army leaders were not concerned with the welfare of soldiers in the British army?

Explain your answer, using the evidence of Sources 1, 2 and 3.

(20)

EITHER

(b) (i) Use Sources 4 and 5 and your own knowledge.

Do you agree with the view that the most important outcome of the Second Boer War (1899–1902) was the pressure for welfare reforms?

Explain your answer, using Sources 4 and 5 and your own knowledge.

(40)

OR

(b) (ii) Use Sources 6 and 7 and your own knowledge.

Do you agree with the view that, as far as strategy and tactics were concerned, Haig and his generals were ‘pretty good’ (Source 7)?

Explain your answer, using Sources 6 and 7 and your own knowledge.

(40)

(Total 60 marks)

TOTAL FOR QUESTION 1: 60 MARKS

6HI02/C – Conflict and Change in 19th and 20th Century Britain

Choose EITHER C1 (Question 1) OR C2 (Question 2) for which you have been prepared.

C2 – Britain, c1860–1930: The Changing Position of Women and the Suffrage Question

Study Sources 8 to 15. Answer Question 2, parts (a) and (b). There is a choice of questions in part (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) (i) OR (b) (ii) on page 9.

Question 2

Answer part (a) and then answer EITHER part (b) (i) OR part (b) (ii).

(a) Study Sources 8, 9 and 10.

How far does Source 10 challenge Sources 8 and 9 in their views about women's position in society?

Explain your answer, using the evidence of Sources 8, 9 and 10.

(20)

EITHER

(b) (i) Use Sources 11, 12 and 13 and your own knowledge.

Do you agree with the view that it was their limited education that prevented working-class women from achieving more in the world of work in the years 1870–1914?

Explain your answer, using Sources 11, 12 and 13 and your own knowledge.

(40)

OR

(b) (ii) Use Sources 14 and 15 and your own knowledge.

Do you agree with the view that the First World War delayed the giving of votes to women?

Explain your answer, using Sources 14 and 15 and your own knowledge.

(40)

(Total 60 marks)

TOTAL FOR QUESTION 2: 60 MARKS

**Indicate which question you are answering by marking the box (☒).
If you change your mind, put a line through the box (☒) and then indicate your new question with a cross (☒).**

Chosen Question Number:

Question 1

Question 2

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TOTAL FOR PAPER: 60 MARKS

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Paper Reference(s)

6HI02/C

Edexcel GCE

History

Advanced Subsidiary

Unit 2

**Option C: Conflict and Change in 19th
and 20th Century Britain**

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Choose EITHER C1 (Question 1) OR C2 (Question 2) for which you have been prepared.

C1 – The Experience of Warfare in Britain: Crimea, Boer and World War I, 1854–1929

Sources for use with Question 1

SOURCE 1

(From an article published in *The Times* newspaper on 25 November 1854. It was written by William Russell, the principal war correspondent.)

It is now pouring rain – the skies are black as ink – the wind is howling over the staggering tents – the trenches are turned into water-filled ditches – in the tents the water is sometimes a foot deep – our men have not either warm or waterproof clothing – they are out for twelve hours at a time in the trenches – they are plunged into the inevitable miseries of a winter campaign – and not a soul seems to care for their comfort or even for their lives.

SOURCE 2

(In January 1855, Queen Victoria wrote to Lord Raglan, Commander-in-Chief of the British army, expressing her concerns about the welfare of soldiers in the Crimea. This is part of Lord Raglan's reply.)

I can with truth assure your Majesty that my whole time and all my thoughts are occupied in attempting to provide for the various needs of your Majesty's troops. However, it has not been in my power to lighten the burden of their duties. Much has been said in private letters of the inefficiency of the staff concerned with the needs of the troops. I do assure your Majesty that I have every reason to be satisfied with their exertions, their untiring efforts, and unwavering close attention to their duties.

SOURCE 3

(From Lieutenant Colonel Anthony Sterling, *The Story of the Highland Brigade in the Crimea*, published in 1895. He fought in the Crimean War and later made many criticisms of the way in which the war was run.)

The mistake that has been made has been a very common one in our country. Certain military establishments have not been kept up in peacetime because people took it into their heads that war would never come. In France there is a permanent wagon-train always organised, a permanent commissariat, and also a permanent ambulance. The English people destroyed these above named departments that existed during the Spanish war. The British government, on deciding upon war, should have instantly begun to organise them again.

SOURCE 4

(Part of a poem *The Lesson* written by Rudyard Kipling at the end of the Second Boer War)

Let us admit it fairly as business people should,
We have had no end of a lesson: it will do us no end of good.
It was our fault, and our very great fault – and now we must turn it to use.
We have forty million reasons for failure, but not a single excuse.
So the more we work and the less we talk, the better results we shall get.
We have had an Imperial lesson. It may make us an Empire yet!

SOURCE 5

(From Anthony S Wohl, *Endangered Lives*, published 1983)

The great agitation over physical degeneration which swept England during the Second Boer War (1899–1902) was related to military strength and was fuelled by statistics of rejected recruits and by military set-backs. It, too, was linked to a realisation that England was a nation primarily of town dwellers and that, since urban conditions had bred a weakened race, the deterioration of the whole nation would probably follow. The Liberal government's legislative programme indicated that at last the thorny problem of the physical consequences of poverty was being tackled in earnest.

SOURCE 6

(Corporal W H Shaw of the 9th (S) Battalion, Royal Welch Fusiliers, records his experience of the Battle of the Somme, 1916)

Our artillery had been bombing that line for six days and nights, trying to smash the German barbed-wire entanglements, but they hadn't made any impact. The result was we never got anywhere near the Germans. Never got anywhere near them. Our lads were mown down. They were just simply slaughtered. It was just one continuous go forward, come back, go forward, come back, losing men all the time and there we were, wondering when it was going to end. You couldn't do anything. You were caught between the shelling or the machine-guns and yet we were kept at it. Making no impact on the Germans at all.

SOURCE 7

(From Gordon Corrigan, *Mud, Blood and Poppycock*, published 2003)

Haig and his generals may not have been the best team that the British army has ever produced, but they were pretty good. They did their best with what they had in a war whose like had never been contemplated. The men who served under them also thought the generals were pretty good, for had there not been trust between leader and led, the British army would surely have gone the way of the French.

Choose EITHER C1 (Question 1) OR C2 (Question 2) for which you have been prepared.

C2 – Britain, c1860–1930: The Changing Position of Women and the Suffrage Question

Sources for use with Question 2

SOURCE 8

(From a letter written by William Gladstone in 1892 to Samuel Smith MP. Gladstone was leader of the Liberal party and Prime Minister.)

I am afraid that, if we give women the vote, we will interfere with something fundamental and sacred – the family. We would injure relationships within it and dislocate domestic life. I am not afraid that women would begin to take power from men. I am afraid that, by giving women the vote, we would be inviting them to give up something of their delicacy, purity and refinement which are the source of women's power.

SOURCE 9

(Mrs Humphrey Ward, first President of the Anti-Suffrage League, gives her views in 1889 about female suffrage)

To men belong the struggle of debate and legislation in Parliament; the hard and exhausting labour implied in the administration of the national resources and powers. In all these spheres, women's direct participation is made impossible either by the disabilities of sex, or by physical difference. Therefore it is not right to give to women direct power of deciding questions of parliamentary policy.

SOURCE 10

(George Sturt, *Change in the Village*, published 1912. He was the son of a wheelwright and wrote about life in his village.)

The main fact is that the two sexes, each engaged daily upon essential duties, stand in surprising equality to each other. It would be absurd to treat these wives and mothers, who have to face every trial of life and death, as though they were all innocence, timidity and daintiness. No labouring man would esteem a woman for delicacy of that kind and the women certainly would not like to be esteemed for it. Hence the sexes habitually meet on almost level terms.

SOURCE 11

(From an address made in 1877 to the Trades Union Congress by Henry Broadhurst, its President)

It is your duty as men and as husbands to use your utmost efforts to bring about a condition of things where your wives should be in their proper sphere at home, seeing after the house and family, instead of being dragged into competition for livelihood against the great and strong men of the world.

SOURCE 12

(Average earnings of women as a percentage of male earnings in 1906)

| Industry | Female earnings as % of male earnings |
|----------------------------------|---------------------------------------|
| Textiles | 58.5 |
| Clothing | 46.3 |
| Food, drink, tobacco | 41.5 |
| Paper, printing | 36.4 |
| Metal industries | 38.1 |
| Total (of all industries) | 43.7 |

SOURCE 13

(From Paula Bartley, *Votes for Women 1860–1928*, published in 1998)

After 1870 the new state-funded system of education gave some chances for working-class girls to become numerate and literate. But it offered too narrow a curriculum to have any great effect. State schools emphasised the domestication, rather than the emancipation, of working-class girls, teaching cookery, needlework and housewifery at the expense of other subjects. In this way they reaffirmed, rather than challenged, women's role in society. Change, for the young working-class school-girl, did not necessarily mean progress.

SOURCE 14

(From an article in the May 1916 edition of *The Common Cause*, a newspaper published by the NUWSS)

From all parts of the country, evidence is constantly reaching our headquarters that anti-suffragists are dropping their opposition to the full citizenship of women, and assigning as the reason for this the eagerness of women of all classes to take their share in the national burden and national sufferings caused by the war, coupled with the professional and industrial capacity of women, their adaptability, courage and endurance. These things have made a deep impression on the public mind, and have done more than anything else to produce the great change in public opinion on Women's Suffrage, of which everyone is conscious.

SOURCE 15

(From B Harrison, 'The First World War and Feminism in Britain', in *History Review 16*, published 1993)

In some ways, the war actually obstructed votes for women. First, the war seemed to confirm the Antis' physical force – the idea that men and women had separate roles because women are, on average, weaker than men. Although many women serving in the Armed Forces were extremely brave, they did not experience the horrors of the front line. This separation of role was reinforced by geography with many men across the Channel while most women stayed at home. Second – the war weakened the suffragist movement. It pushed all peacetime problems down the political agenda. The WSPU ended their militant campaign and almost all suffragists diverted their energies into war work of some sort or another.

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6HI02/D – The British Empire Challenged

Choose EITHER D1 (Question 1) OR D2 (Question 2) for which you have been prepared.

D1 – Britain and Ireland, 1867–1922

Study Sources 1 to 7. Answer Question 1, parts (a) and (b). There is a choice of questions in part (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) (i) OR (b) (ii) on page 9.

Question 1

Answer part (a) and then answer EITHER part (b) (i) OR part (b) (ii).

(a) Study Sources 1, 2 and 3.

How far do Sources 1 and 2 challenge the view of Charles Stuart Parnell given in Source 3?

Explain your answer, using the evidence of Sources 1, 2 and 3.

(20)

EITHER

(b) (i) Use Sources 4 and 5 and your own knowledge.

Do you agree with the view that Asquith should be blamed for the failure of the 1912 Home Rule bill?

Explain your answer, using Sources 4 and 5 and your own knowledge.

(40)

OR

(b) (ii) Use Sources 6 and 7 and your own knowledge.

Do you agree with the view that in 1921 Ireland was partitioned because the southern Irish were prepared to sacrifice the north?

Explain your answer, using Sources 6 and 7 and your own knowledge.

(40)

(Total 60 marks)

TOTAL FOR QUESTION 1: 60 MARKS

6HI02/D – The British Empire Challenged

Choose EITHER D1 (Question 1) OR D2 (Question 2) for which you have been prepared.

D2 – Britain and the Nationalist Challenge in India, 1900–47

Study Sources 8 to 14. Answer Question 2, parts (a) and (b). There is a choice of questions in part (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) (i) OR (b) (ii) on page 9.

Question 2

Answer part (a) and then answer EITHER part (b) (i) OR part (b) (ii).

(a) Study Sources 8, 9 and 10.

How far do Sources 8, 9 and 10 suggest that in the early twentieth century the British Raj was an oppressive regime?

Explain your answer, using the evidence of Sources 8, 9 and 10.

(20)

EITHER

(b) (i) Use Sources 11 and 12 and your own knowledge.

Do you agree with the view that, in the 1930s, the most significant obstacle to Indian self-government was the Indians themselves?

Explain your answer, using Sources 11 and 12 and your own knowledge.

(40)

OR

(b) (ii) Use Sources 13 and 14 and your own knowledge.

Do you agree with the view that the impact of the Second World War was the main driving force behind the British government's decision to grant independence to India?

Explain your answer, using Sources 13 and 14 and your own knowledge.

(40)

(Total 60 marks)

TOTAL FOR QUESTION 2: 60 MARKS

**Indicate which question you are answering by marking the box (☒).
If you change your mind, put a line through the box (☒) and then indicate your new
question with a cross (☒).**

Chosen Question Number:

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Question 2 ☒

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Paper Reference(s)

6HI02/D

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History

Advanced Subsidiary

Unit 2

Option D: The British Empire
Challenged

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Choose EITHER D1 (Question 1) OR D2 (Question 2) for which you have been prepared.

D1 – Britain and Ireland, 1867–1922

Sources for use with Question 1

SOURCE 1

(From a speech made by Charles Stewart Parnell to Irish tenant farmers and published in the *Freeman's Journal* in September 1880)

When a man takes a farm from which another has been evicted you must shun him on the roadside when you meet him, you must shun him in the streets of the town, you must shun him in the shop, you must shun him in the fair-green and in the market-place, and even in the place of worship, by leaving him alone, by putting him in a moral Coventry, by isolating him from the rest of his country as if he were the leper of old, you must show your detestation of the crime he has committed.

SOURCE 2

(From a letter written by Charles Stewart Parnell to Justin McCarthy, the vice-chairman of the Irish Parliamentary Party, in April 1882)

If the Government were to announce proposals for a satisfactory settlement of the rent arrears difficulty, we on our part would withdraw the No Rent Manifesto. We would advise the tenants to settle with their landlords. We would then be in a much better position to put a stop to the acts of violence, which are unhappily so common. The result of the rent arrears settlement and the withdrawing of the No Rent Manifesto should be to reduce this violence. With the prospect of the return of Ireland to something like normal conditions, we should hope that the Government would allow the Coercion Act to lapse, and govern Ireland by the same laws as in England.

SOURCE 3

(From a letter written in October 1881 by the Liberal MP John Bright to Prime Minister William Gladstone)

I have a strong inclination to say what I think of Mr Parnell. The question is, whether to attack him from your eminent position will make him appear to be a greater figure than he really is. He is open to a tremendous assault on the ground of his lying statements and of the immoral sentiments he is spreading among the Irish people. His main object is a break up of the United Kingdom, for he hates us and England even more than he loves Ireland.

SOURCE 4

(From a speech made by John Redmond in the House of Commons on 1 January 1913)

This Home Rule question is for us the demand of a nation for the restoration of its national rights. Ireland for us is one entity. It is one land. Tyrone and Tyrconnell are as much a part of Ireland as Munster or Connaught. Some of the most glorious chapters connected with our national struggle have been associated with Ulster. Exclusion of the nine counties of Ulster would mean for all time the partition and disintegration of our nation. To that we, as Irish nationalists, can never submit.

SOURCE 5

(From Patricia Jalland, *The Liberals and Ireland*, published 1980)

Asquith's failure to carry Home Rule was all the more tragic in that he missed one of the best opportunities history has ever offered for the peaceful solution of the Ulster problem. He rejected the appeal of Lloyd George and Churchill that special provision be made for Ulster in the 1912 Bill, and he failed to seize the opportunity for dealing with Ulster on its own terms. Asquith relied throughout on a high-risk policy of delay and so the Cabinet did not treat Ulster's resistance seriously until autumn 1913, when it was far too late to avert the growing crisis.

SOURCE 6

(From Sinn Féin's election manifesto, November 1918)

Sinn Féin aims at securing the establishment of the Irish republic:

- 1 By withdrawing the Irish Representation from the British Parliament, and by denying the right, and opposing the will, of the British Government to legislate for Ireland.
- 2 By the establishment of a constituent assembly as the supreme national authority to speak and act in the name of the Irish people.
- 3 By appealing to the Peace Conference for the establishment of Ireland as an Independent Nation on the principle of government by consent of the governed.

SOURCE 7

(From Bernadette Devlin, *The Price of My Soul*, published 1969)

Even before the 1921 Treaty created 'Northern Ireland', there was a certain amount of ill-feeling between north and south, a certain readiness on the part of southerners to sacrifice the north, because northerners hadn't played their part in the 1916 Rising. So although there were disagreements about the terms of the Treaty between different factions in the south, they were all quite happy to see the north go.

Choose EITHER D1 (Question 1) OR D2 (Question 2) for which you have been prepared.

D2 – Britain and the Nationalist Challenge in India, 1900–47

Sources for use with Question 2

SOURCE 8

(Lord Curzon, Viceroy of India 1899–1905, wrote to the British cabinet in 1904 setting out what he believed to be the purpose of the British Raj.)

If I thought it were all for nothing, and that Englishmen, Scotchmen and Irishmen in this country were simply writing inscriptions on the sand to be washed out by the next tide; if I felt that we were not working here for the good of India in obedience to a higher law and a nobler aim, then I would see the link that holds England and India together severed without a sigh. But it is because I believe in the future of this country and the capacity of our own race to guide it to goals that it has never before achieved, that I keep courage and press forward.

SOURCE 9

(Part of a speech made by Bal Gangadhar Tilak to the Indian National Congress in 1907)

At present, we are clerks and willing instruments of our own oppression in the hands of an alien government, and that government is ruling over us not by its innate strength but by keeping us in ignorance and blindness to this fact. Every Englishman knows that they are a mere handful in this country and it is the business of every one of them to befool you into believing that you are weak and they are strong.

SOURCE 10

(From an anonymous pamphlet, circulated in Bengal in 1907)

Can these thieves really be our rulers? These thieves import a huge number of goods, made in their own country, and sell them in our markets, stealing our wealth and taking life from our people. Can those who steal the harvest from our fields and doom us to hunger, fever and plague really be our rulers? Can foreigners really be our rulers, foreigners who impose on us even more taxes?

SOURCE 11

(From Frank Moraes, *Witness to an Era*, published in 1973. Frank Moraes was born in Bombay in 1907 and trained as a lawyer in India and in England. In the 1930s he returned to India. Here he is writing about the second Round Table Conference in 1931.)

Gandhi made the fatal error of claiming to speak for the Muslims and depressed classes. The spokesmen of both communities repudiated him. Since the Muslims then numbered nearly 30% of the population and the depressed classes about 20%, it was difficult for him to sustain his claim that he represented 95% of India. The minorities, comprising Muslims, depressed classes, a section of Indian Christians, the Anglo-Indians and the British community, then confronted the British government with an agreement arrived at between themselves. Whitehall had no alternative but to announce that the government would make its own decision about the Indian constitution.

SOURCE 12

(From John Keay, *A History of India*, published 2000)

In 1931, at the height of the London talks, the British formally inaugurated their New Delhi capital. In New Delhi, four columns had been erected, supposedly representing Canada, South Africa, Australia and New Zealand, welcoming India into the brotherhood of the British Dominions. Each dominion comprised a federation of provinces under a single central government. This idea appealed to many as a way of opening up central government to greater Indian participation. However, diehard imperialists like Churchill, believed that any infringement of British sovereignty in India, federal or otherwise, had to be resisted; they would fight federation tooth and nail.

SOURCE 13

(Said by Gandhi on 3rd May 1942 when he launched his last great satyagraha campaign. This was after the Japanese had taken Singapore and invaded Burma.)

I am convinced that the time has come for the British and the Indians to become reconciled to complete separation from each other. There is no common interest left to unite such different and distant nations. Leave India to God. Or if that is too much, then leave her to anarchy.

SOURCE 14

(From Rosemary Rees, *India 1900–47*, published 2006)

There were many reasons why India was ceasing to be important to Britain, and many of the economic arguments for maintaining the Raj no longer held good. For example, British investment in India had fallen during the 1930s and the shortfall had been made up by Indian capitalists. Indian imports from Britain had fallen dramatically: high Indian import duties and cheap Japanese goods had squeezed out Lancashire cotton. Additionally, Indian politicians protested against the deployment during the Second World War of Indian forces in Indonesia and Indo-China. There the Indian forces were seen to be propping up decaying French and Dutch empires at a time when they were trying to free themselves from the grip of the Raj. It would seem that, by the end of the Second World War, neither India nor the British had much need for each other.

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Paper Reference(s)

6HI02/E

Edexcel GCE

History

Advanced Subsidiary

Unit 2

Option E: Britain in the later 20th Century:

Responding to Change

Sample Assessment Material

Time: 1 hour 20 minutes

Materials required for examination

Nil

Items included with question papers

Source Insert

Examiner's use only

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Team Leader's use only

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Instructions to Candidates

In the boxes above, write your centre number, candidate number, your surname, initial(s) and signature. Check that you have the correct question paper.
 Answer question part (a) and part (b) of the topic for which you have been prepared. There is a choice of questions in part (b). Write your answers in the spaces provided in this question paper.
 Do not use pencil. Use blue or black ink.
 Indicate which question you are answering by marking the box (☒).
 If you change your mind, put a line through the box (☒) and then indicate your new question with a cross (⊗).

Information for Candidates

The marks for individual questions and the parts of questions are shown in round brackets: e.g. (20). There are 2 questions in this question paper. The total mark for this paper is 60. There are 20 pages in this question paper. Any blank pages are indicated.

Advice to Candidates

Quality of written communication will be taken into account in the marking of ALL your responses. Quality of written communication includes clarity of expression, the structure and presentation of ideas and grammar, punctuation and spelling.

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6HI02/E – Britain in the later 20th Century: Responding to Change

Choose EITHER E1 (Question 1) OR E2 (Question 2) for which you have been prepared.

E1 – British Political History, 1945–90: Consensus and Conflict

Study Sources 1 to 9. Answer Question 1, parts (a) and (b). There is a choice of questions in part (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) (i) OR (b) (ii) on page 9.

Question 1

Answer part (a) and then answer EITHER part (b) (i) OR part (b) (ii).

(a) Study Sources 1, 2 and 3.

How far do Sources 1 and 2 support the impression given in Source 3 that the Conservative and Labour parties in 1974 were in agreement about inflation?

Explain your answer, using the evidence of Sources 1, 2 and 3.

(20)

EITHER

(b) (i) Use Sources 4, 5 and 6 and your own knowledge.

Do you agree with the view that the National Health Service was the most important domestic reform passed by Clement Attlee's Labour government of 1945–50?

Explain your answer, using Sources 4, 5 and 6 and your own knowledge.

(40)

OR

(b) (ii) Use Sources 7, 8 and 9 and your own knowledge.

Do you agree with the view that, during their Strike of 1984–85, the miners lacked public sympathy in a conflict with powerful and ruthless opponents?

Explain your answer, using Sources 7, 8 and 9 and your own knowledge.

(40)

(Total 60 marks)

TOTAL FOR QUESTION 1: 60 MARKS

6HI02/E – Britain in the later 20th Century: Responding to Change

Choose EITHER E1 (Question 1) OR E2 (Question 2) for which you have been prepared.

E2 – Mass Media, Popular Culture and Social Change in Britain since 1945

Study Sources 10 to 17. Answer Question 2, parts (a) and (b). There is a choice of questions in part (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) (i) OR (b) (ii) on page 9. Question 2

Answer part (a) and then answer EITHER part (b) (i) OR part (b) (ii).

(a) Study Sources 10, 11 and 12.

How far do Sources 10 and 11 support the opinion given in Source 12 that the impact of the Beatles on young people in the 1960s was ‘mostly for the good’?

Explain your answer, using the evidence of Sources 10, 11 and 12.

(20)

EITHER

(b) (i) Use Sources 13, 14 and 15 and your own knowledge.

Do you agree with the view that, in the 1950s and 1960s, the British cinema industry merely reflected important changes in British society?

Explain your answer, using Sources 13, 14 and 15 and your own knowledge.

(40)

OR

(b) (ii) Use Sources 16 and 17 and your own knowledge.

Do you agree with the view that television from the 1960s reflected changes in British attitudes and values of British society and thus contributed to the ‘dumbing down’ of society?

Explain your answer, using Sources 16 and 17 and your own knowledge.

(40)

(Total 60 marks)

TOTAL FOR QUESTION 2: 60 MARKS

**Indicate which question you are answering by marking the box (☒).
If you change your mind, put a line through the box (☒) and then indicate your new
question with a cross (☒).**

Chosen Question Number:

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Paper Reference(s)

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History

Advanced Subsidiary

Unit 2

Option E: Britain in the later 20th Century:

Responding to Change

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Choose EITHER E1 (Question 1) OR E2 (Question 2) for which you have been prepared.

E1 – British Political History, 1945–90: Consensus and Conflict

Sources for use with Question 1

SOURCE 1

(From the Labour Party's Election Manifesto of October 1974)

The first priority must be a determined attack on inflation. Inflation is one of the greatest economic perils we face. It afflicts all countries of the world. From Japan to France, from the United States to Britain, prices are rising at between 15% and 25% a year.

We reject entirely the policy put forward by some Tories of fighting inflation by throwing millions of people out of work. We are doing everything in our power to curb inflation. We have stopped printing money to finance unnecessary expenditure. We have frozen rents and stabilised mortgage rates.

SOURCE 2

(From the Conservative Party's Election Manifesto of October 1974)

Our main aim is to safeguard the existence of our free society. For inflation at its present pace threatens not only the standard of living of everybody in the country, but also the survival of our free and democratic institutions. Inflation and rising prices tear society apart. They destroy the confidence of people in one another and the future. They poison the social environment.

Inflation has dogged Britain since the war, because as a country we have too often paid ourselves more than we earn. To restore confidence in our currency we will rigorously control public spending and there must be restraint on prices and incomes.

SOURCE 3

(From David Butler and Dennis Kavanagh, *The British General Election of October 1974*, published 1975)

The parties' manifestos agreed that the country was facing its gravest economic crisis since the war. They also acknowledged that inflation could undermine political institutions. Labour called the battle against inflation 'The first priority' and Conservatives claimed that 'Everything else is secondary'. The parties talked of the need for sacrifice and the need for social justice to make this acceptable.

SOURCE 4

(From a speech by Clement Attlee to the Labour Party conference in Bournemouth, 10 June 1946)

These nationalisation measures of ours are not theoretical trimmings. They are the essential part of a planned economy that we are introducing into this country. They are vital to the efficient working of our Socialist principle, which is to place the good of the nation before that of any particular section of the population.

SOURCE 5

(From Peter Calvocoressi, *The British Experience*, published 1978)

For its customers, the new National Health Service in 1948 was a godsend, perhaps the most beneficial reform ever enacted in England. The NHS relieved so many not merely of pain but also of the awful plight of having to watch the suffering and death of a husband, wife or child for lack of money to do anything about it. A country in which such a service exists is utterly different from a country without it.

SOURCE 6

(From Robert Pearce, *Attlee's Labour Governments, 1945–51*, published 1994)

Opinion polls showed that housing was the most important single priority for the electorate, and by 1949 twice as many people were dissatisfied as satisfied with the government's housing record. The task facing Aneurin Bevan who, in addition to the Health Service was in charge of housing, was enormous. About half a million houses had been destroyed or made uninhabitable during the war. Never had more people been seeking houses. Progress at first was slow but, in the end, much had been achieved. By 1951, several hundred thousand dwellings had been repaired or converted. Most important of all, just over a million new homes had been built.

SOURCE 7

(From an article by Sammy Palfrey, 'Writing and the Miners' Strike', published 2004. Palfrey is a left-wing author and supporter of the Strike.)

The Miners' Strike became not just a fight to save their whole way of life, which would be destroyed alongside the closure of the mines, but ultimately a fight against the government, the people and the media for the very right to strike. They were horrified at the behaviour of the police and disillusioned with the media which waged a remorseless campaign of prejudice, distortion and lies instigated by the Government and promoted relentlessly through the mass media.

SOURCE 8

(From a recollection soon after the event by a senior police officer who was trying to control miners' pickets in November 1984, during the Miners' Strike of 1984–85)

We usually left our families on a Sunday, getting on a coach with all the other officers and returning the following Friday. I remember a week in Hatfield and meeting up with the bitterness and understandable abuse from the crowds. I remember the sheer torrent of stones raining down. The sky just fell on us with stones, sticks, bits of railings, bricks, ball-bearings. The sky was black with missiles.

I had mixed personal feelings. I took pride in a police service that could organise an operation like that to such high standards. But, at the same time, all of us police officers came from working-class families where there was very little money. We knew that the miners had no money. I felt desperately sorry for the miners and their families. We were all well aware of that suffering and never forgot it.

SOURCE 9

(From an article by Peter Bain, 'The Miners' Strike', published 2004)

In 1979, Margaret Thatcher's government had come to office committed to a programme of reducing trade union power. The coal industry was seen as the most likely arena for confrontation. A government report recommended importing coal and building up stocks. All the resources of the state were to be mobilised by the government during the strike.

Choose EITHER E1 (Question 1) OR E2 (Question 2) for which you have been prepared.

E2 – Mass Media, Popular Culture and Social Change in Britain since 1945

Sources for use with Question 2

SOURCE 10

(From an article in *Time Magazine*, a US magazine dealing with political and cultural issues, 6 September 1968)

While demonstrators battled with police in Chicago last week, the Beatles released a new single recording, 'Revolution'. It is addressed to radical activists the world over. Their message will surprise some, disappoint others and perhaps move many. It is 'Cool it'. 'We all want to change the world,' they sing over an exhilarating blast of hard rock. But not through destruction or 'minds that hate'.

SOURCE 11

(From an interview with John Lennon on 2 December 1969)

It's like the thing I was saying about 'It starts with us'. It started with me, George, Paul and Ringo and we said: 'Listen, man, here's another field of professionalism that doesn't need any qualifications except that you gotta get down to it, and want to do it'. And we all discovered that values didn't mean a thing, you know, and you could make it without college and education and all those things. It's nice to be able to read and write, but apart from that I never learned anything worth a damn, you know.

SOURCE 12

(From an interview with Harold Wilson in 1982. Wilson had been Prime Minister when the Beatles were given MBE [Member of the Order of the British Empire] awards in 1965.)

I saw the Beatles as having a transforming effect on the minds of youth, mostly for the good. It kept a lot of kids off the streets. They introduced many young people to music, which in itself was a good thing. The Mersey sound was a new, important thing. That's why they deserved recognition.

SOURCE 13

(From an interview with the film actor Albert Finney at the British Film Institute on 6 June 1982. Here Finney is recalling his work on films concerned with 'social realism' in the late 1950s and early 1960s such as *Room at the Top* and *The Loneliness of the Long Distance Runner*.)

We never wanted to threaten Twentieth-Century Fox and their hold on successful commercial films in Britain as well as America. Still, this was a period where I suppose working-class subjects were taken seriously, which wasn't a very strong British cinematic tradition. I was in films dealing with sex, work, emotion: with the realities that British cinema at that time was not used to. And I was aware of that to some extent. I was totally engrossed in the film doing it. You are sort of obsessed with it.

SOURCE 14

(From Sue Harper and Vincent Porter, *British Cinema of the 1950s: The Decline of Deference*, published 2003)

British cinema went through an anxious phase. The 1950s cinema industry was a battleground in which different factions, representing financial influences, class politics and the representation of gender were struggling for dominance. It was not a dull time in which only war and comedy films were made, but a dynamic period which saw the cinema reacting to a decline of deference in British society.

SOURCE 15

(From Richard Armstrong, 'Social Realism', an article in the journal *ScreenOnline*, published 2005)

In the postwar period, tensions grew between the considerable degree of social unity built up during the Second World War and the individualism of a growing consumer society. New films like *Room at the Top* (1958) and *The Loneliness of the Long Distance Runner* (1962) brought plain speaking to stories of ordinary working-class people who were often challenging the existing structure of society.

SOURCE 16

(From Hugh Carleton-Greene, *The Conscience of the Programme Director*, published 1965. Carleton-Greene was Director-General of the BBC at this time.)

I believe we have a duty to take account of the changes in society, to be ahead of public opinion rather than always to wait upon it. I believe that great broadcasting organisations, with their immense powers of patronage for writers and artists should not neglect to cultivate young writers who may, by many, be considered 'shocking'.

SOURCE 17

(From Jeremy Black, *Britain since the Seventies*, published 2004)

Television was the central element in the leisure time of the many, a moulder of opinion and fashion, a source of conversation and controversy, a cause of noise, an occasion of family cohesion or dispute, and a major feature of the household. A force for change, television also became, increasingly, a reflector of popular taste. As such, it faced accusations of 'dumbing down'. Television also contributed to the increasingly noisy nature of life. There was a period, especially in the 1960s and 1970s, when challenging television drama did have a popular audience. On the whole, though, television helped ensure not only that popular culture was the dominant culture, but also that popular culture set out to offer few challenges. 'Difficult' work was marginalised.

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6HI03/A – Revolution and Conflict in England

SECTION A

Answer ONE question in Section A on the topic for which you have been prepared.

**You should start the answer to your chosen question in Section A on page 3.
Section B begins on page 11.**

A1 – Protest, Crisis and Rebellion in England, 1536–88

Answer EITHER Question 1 OR Question 2.

EITHER

1. How far do you agree that, in the years 1540–53, the main problems facing Tudor governments arose from factional rivalries?

(Total 30 marks)

OR

2. To what extent was eventual conflict between England and Spain unavoidable after the accession of Elizabeth in 1558?

(Total 30 marks)

A2 – Revolution, Republic and Restoration: England, 1629–67

Answer EITHER Question 3 OR Question 4.

EITHER

3. ‘Despite the King’s initial advantages, Parliament’s victory in the first Civil War was always likely.’

How far do you accept this view of the first Civil War of 1642–46?

(Total 30 marks)

OR

4. ‘Very little was restored, and even less was settled.’

How far do you agree with this judgement on the Restoration Settlement?

(Total 30 marks)

TOTAL FOR SECTION A: 30 MARKS

SECTION A

**Indicate which question you are answering by marking the box (☒).
If you change your mind, put a line through the box (☒) and then indicate your new question with a cross (☒).**

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Question 2 ☒

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Question 4 ☒

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SECTION B

Answer ONE question in Section B on the topic for which you have been prepared.

You should start the answer to your chosen question in Section B on page 13.

A1 – Protest, Crisis and Rebellion in England, 1536–88

Study Sources 1 to 4. Answer EITHER Question 5 OR Question 6.

EITHER

5. Use Sources 1 and 2 and your own knowledge.

To what extent do you accept the view that the authority of the Tudor state, as opposed to individual ministers and advisers, was never seriously threatened in the years 1536–69?

Explain your answer, using the evidence of Sources 1 and 2 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

OR

6. Use Sources 3 and 4 and your own knowledge.

How far do you accept the view that relations between Elizabeth and her parliaments in the years 1566–88 were characterised more by co-operation than by conflict?

Explain your answer, using the evidence of Sources 3 and 4 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

A2 – Revolution, Republic and Restoration: England, 1629–67

Study Sources 5 to 10. Answer EITHER Question 7 OR Question 8.

EITHER

7. Use Sources 5, 6 and 7 and your own knowledge.

To what extent do you accept Lawrence Stone's view (Source 7) that religion, rather than economic interests, influenced the taking of sides among the gentry in 1642?

Explain your answer, using the evidence of Sources 5, 6 and 7 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

OR

8. Use Sources 8, 9 and 10 and your own knowledge.

To what extent do you accept the view that the reason for the limited success of the Protectorate was the problem of trying to reconcile a conservative nation with the radical agenda of the Army?

Explain your answer, using the evidence of Sources 8, 9 and 10 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

TOTAL FOR SECTION B: 40 MARKS

SECTION B

**Indicate which question you are answering by marking the box (☑).
If you change your mind, put a line through the box (☒) and then indicate your new question with a cross (☑).**

Chosen Question Number:

Question 5 ☑

Question 6 ☑

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Question 8 ☒

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Paper Reference(s)

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History

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Unit 3

Option A: Revolution and Conflict
in England

Sample Assessment Material

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Sources for use with Section B. Answer ONE question in Section B on the topic for which you have been prepared.

A1 – Protest, Crisis and Rebellion in England, 1536–88

Sources for use with Question 5

SOURCE 1

(From Alan Smith, *The Emergence of a Nation State*, published 1984)

Sixteenth-century riots and risings were limited protests by small numbers of men and women against what they regarded as intolerable injustices. As such, they were part of a long tradition of riots and revolts that went back to the Middle Ages and was to continue into the eighteenth century. There were also, of course, a number of much more serious rebellions. These were, broadly speaking of two types. There were those in which the leaders attempted to seize political power, and those which did not seek to overturn established authority, merely to remedy grievances. The Pilgrimage of Grace in 1536 was ‘the archetypal protest movement of the century’. It combined economic, political and religious discontents, as well as noblemen, gentlemen and commoners, in a gigantic effort to secure redress of grievances from a crown to which they loudly, and probably genuinely, professed loyalty. Kett’s rebellion of 1549 and the south-western rising of the same year had none of the upper-class support which had marked the Pilgrimage. These were movements of the common people, the former essentially economic, the latter essentially religious.

SOURCE 2

(From Edward Towne, ‘Tudor Rebellions, 1485–1603’ in John Lotherington (ed.) *The Tudor Years*, published 1994)

It is clear that each Tudor monarch faced at least one serious revolt and that they encountered significant military problems in suppressing them. The Duke of Norfolk was nervous about engaging his troops in 1536, and in 1549 Somerset had to resort to foreign mercenaries when his difficulties were increased by the absence of a leading nobleman in each of the areas of revolt: in 1549 Norfolk was in the Tower and the Earl of Devon was absent from the West Country. Certainly the authorities were worried in 1549 that the harmony of Tudor society was about to collapse: Somerset complained, ‘All have conceived a wonderful hate against gentlemen and take them all as their enemies’.

But only the gentry could organise more widespread uprisings and then the Crown had a chance to eliminate, or at least greatly weaken, some of its main enemies.

A1 – Protest, Crisis and Rebellion in England, 1536–88

Sources for use with Question 6

SOURCE 3

(From Roy Sloan, 'Elizabeth I: Parliament' in J Lotherington (ed.), *The Tudor Years*, published 1994)

Unfortunately for Elizabeth, Parliament had strong views on the very issues on which she wished to retain the initiative. On numerous occasions there was significant disagreement between MPs and the Crown. Protestant zeal was a major motivating factor for many members. They felt passionately, not only about the nature of the Church, but also about the need to secure it against the Catholic threat that persisted throughout Elizabeth's reign. Closely involved in all of these matters was the issue of free speech. Another disruptive force was the growing tendency (begun under Henry VIII) of the country gentry to become MPs representing boroughs thus displacing the townsmen who traditionally held these seats. This meant that more and more MPs (eventually four fifths of the House in the later parliaments) belonged to the independent and increasingly well-educated gentry class. A growing proportion of them also had some legal training (rising from 26% in 1563 to 44% in 1593), making them more confident (and competent) law-makers. It is easy to imagine how the assertiveness of such members posed problems for a monarch determined to control the reins of power.

SOURCE 4

(From Keith Randell, *Elizabeth I and the Government of England*, published 1994)

There are many reports of Elizabeth's unwillingness to summon parliament; in almost every case there was a need for additional taxation. However, she did not view parliament merely as a means of securing additional funds. She was never in a tearing hurry either to ensure the introduction and passage of the subsidy bill or to dissolve parliament once the financial business had been done. Kings of England had traditionally sought the advice of their leading subjects on important issues as the need had arisen. Elizabeth had been brought up to believe that these attempts to establish a community of interest between the governor and the governed had played an important part in ensuring peace and stability in the past, and she was eager to see the tradition maintained. She was very aware that in the thirty years before her accession parliament had become firmly established as the forum in which this consultation took place.

Sources for use with Section B. Answer ONE question in Section B on the topic for which you have been prepared.

A2 – Revolution, Republic and Restoration: England, 1629–67

Sources for use with Question 7

SOURCE 5

(From H R Trevor-Roper, 'The Social Causes of the Great Rebellion', in *Historical Essays*, published in 1957)

The Great Rebellion was not the confident self-assertion of the rising bourgeoisie and rising gentry. Rather, it was the blind protest of the depressed gentry against the Court; of the provinces against the capital; a reaction against administrative and economic centralisation. The rebellion of the gentry, a rebellion of mutinous, impoverished, backward-looking provincial squires was a protest by the victims of a temporary economic depression against a privileged bureaucracy and a capitalist City.

SOURCE 6

(From A Hughes, *The Causes of the English Civil War*, published 1991)

'Country' attitudes included a belief in an authoritarian popish plot to undermine English laws and liberties as well as true religion, a plot that had alarming support from evil counsellors at court. This view is seen most starkly in the famous phrases of the Grand Remonstrance: 'The root of all this mischief we find to be a malignant and pernicious design of subverting the fundamental laws and principles of government, upon which the religion and justice of this kingdom are firmly established'.

'Popular' political action was seen by Charles and his most favoured advisers as a subversive attempt to undermine his God-given authority: 'popularity', not popery, was the great threat to the stability of English politics. This alternative conspiracy theory also had links to absolutist political ideas, and the two conspiracy theories were mutually reinforcing.

SOURCE 7

(From Lawrence Stone, *The Causes of the English Revolution*, published 1972)

Despite the extensive research devoted to the subject in recent years, the motives for the alignments of the gentry when the war began are still not wholly clear. Right up to the last minute a great majority of the gentry were anxious to avoid armed conflict, and very substantial numbers managed to stay neutral throughout its course. In Yorkshire, 240 out of 680 gentry in the county never committed themselves to either side. Nor has research established any clear association of wealth with political sympathies in 1642, although such a correlation does appear after 1645. Far more decisive than any socio-economic correlation is that with religion. In Yorkshire over one third of the royalist gentry were Catholics and over half of the Parliamentarians were Puritans.

A2 – Revolution, Republic and Restoration: England, 1629–67

Sources for use with Question 8

SOURCE 8

(From R Hutton, *The British Republic*, published 1990)

Every piece of evidence points to the conclusion that the people bitterly regretted the passing of the monarchy. Some indication is provided by the runaway success of *Eikon Basilike*, a volume put out just after the regicide, which claimed to contain the prayers and meditations of the dead king. It was an utterly dishonest compilation perverting the past to portray Charles I as saint and martyr. But it caught the public imagination so well that it went into a record 35 editions in one year.

SOURCE 9

(From Angela Anderson, *Stuart Britain, 1603-1714*, published 1999)

The First Protectorate Parliament dealt a huge blow to Cromwell's hopes of 'healing and settling'. Despite the withdrawal of the most extreme republican MPs who refused to sign the 'recognition' of the Instrument of Government, the parliament ignored the government's request for financial aid and concentrated instead on attacking the religious radicals and the army which protected them. To save both, Cromwell probably had little choice but to dissolve the parliament as soon as the Instrument allowed. However, in accepting army advice to impose the rule of the Major-Generals thereafter, he was following a radical and military agenda that challenged the ruling gentry in their heartland – the localities, which they regarded as their own.

SOURCE 10

(From David Underdown, 'Settlement in the counties, 1653-58', in G Aylmer (ed.), *The Interregnum*, Macmillan, published 1972)

Resistance to government, particularly central government, was common in seventeenth-century England. What made it more serious during the Protectorate was the government's inability to call on the loyal support of more than a minority of the governing class. The legacy of the Civil War, the fatal division of the political nation, the continued disqualification of former Royalists from office obviously account for much of this. But Cromwell himself was also partly responsible.

For all his moderation, Cromwell was a formidable symbol of the Good Old Cause and thus himself a major obstacle to settlement. His death and the peaceful accession of Richard gave the Protectorate one more chance of gaining the loyalty of the counties. But the fatal internal contradiction of the Protectorate – its attempt to pursue settlement while depending for its survival on an army dedicated to the Good Old Cause – led instead to Richard's own downfall.

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6HI03/B – Politics, Protest and Revolution

SECTION A

Answer ONE question in Section A on the topic for which you have been prepared.

**You should start the answer to your chosen question in Section A on page 3.
Section B begins on page 11.**

B1 – France, 1786–1830: Revolution, Empire and Restoration

Answer EITHER Question 1 OR Question 2.

EITHER

1. ‘In the years 1799–1804, Napoleon claimed to be doing no more than restoring a necessary order to France. He was in reality establishing his own military dictatorship there.’

How far do you agree with this judgement?

(Total 30 marks)

OR

2. ‘The Bourbon Monarchy collapsed in July 1830 because of mistakes Charles X had made in the previous twelve months, not because of fundamental weaknesses in the restored monarchy.’

How far do you agree with this judgement?

(Total 30 marks)

B2 – Challenging Authority: Protest, Reform and Response in Britain, c1760–1830

Answer EITHER Question 3 OR Question 4.

EITHER

3. How significant was the role of John Wilkes in the revival of reform agitation in Britain in the 1760s and early 1770s?

(Total 30 marks)

OR

4. ‘The Evangelical Movement was more important than government repression in explaining why the radical protests of the 1790s were successfully contained.’

How far do you agree with this view?

(Total 30 marks)

TOTAL FOR SECTION A: 30 MARKS

SECTION A

**Indicate which question you are answering by marking the box (☒).
If you change your mind, put a line through the box (☒) and then indicate your new question with a cross (☒).**

Chosen Question Number:

Question 1

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SECTION B

Answer ONE question in Section B on the topic for which you have been prepared.

You should start the answer to your chosen question in Section B on page 13.

B1 – France, 1786–1830: Revolution, Empire and Restoration

Study Sources 1 to 5. Answer EITHER Question 5 OR Question 6.

EITHER

5. Use Sources 1, 2 and 3 and your own knowledge.

‘It was the coming of war which destroyed the French Monarchy in 1792.’

How far do you agree with this judgement? Explain your answer, using the evidence of Sources 1, 2 and 3 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

OR

6. Use Sources 4 and 5 and your own knowledge.

How far did the personal deterioration of Napoleon account for the collapse of his Empire in 1814?

Explain your answer, using the evidence of Sources 4 and 5 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

B2 – Challenging Authority: Protest, Reform and Response in Britain, c1760–1830

Study Sources 6 to 11. Answer EITHER Question 7 OR Question 8.

EITHER

7. Use Sources 6, 7 and 8 and your own knowledge.

How far do you agree with the view that the threat presented by extra-parliamentary protest in the years 1815–20 was undermined by weak and divided leadership?

Explain your answer, using the evidence of Sources 6, 7 and 8 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

OR

8. Use Sources 9, 10 and 11 and your own knowledge.

How far do you agree with the view that, in the period 1780–1830, increased opportunities for working-class men and women outweighed the difficulties they faced and contributed to a rising standard of living overall?

Explain your answer, using Sources 9, 10 and 11 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

TOTAL FOR SECTION B: 40 MARKS

SECTION B

**Indicate which question you are answering by marking the box (☒).
If you change your mind, put a line through the box (☒) and then indicate your new question with a cross (☒).**

Chosen Question Number:

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Question 6 ☐

Question 7 ☐

Question 8 ☐

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Paper Reference(s)

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Advanced

Unit 3

Option B: Politics, Protest and Revolution

Sample Assessment Material

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Sources for use with Section B. Answer ONE question in Section B on the topic for which you have been prepared.

B1 – France, 1786–1830: Revolution, Empire and Restoration

Sources for use with Question 5

SOURCE 1

(From J M Thompson, *The French Revolution*, published 1943)

Popular and Fraternal Societies sprang up in great numbers during the winter of 1790–91, generally under the patronage of Marat, and as off-shoots of the Cordeliers Club. Their aim was to popularise, amongst those who could not educate themselves, Rousseau and republicanism. So the new ideas spread.

They would hardly have done so but for economic distress, the treachery of the king and fear of war. ‘As things are,’ wrote Cabanis, the latest adviser of the court, on 21 April 1791, ‘and during the king’s lifetime, no party either in the assembly or out of it would dare to propose another form of government. The republicans have different hopes; but so long as the king himself is safe, the situation can be saved.’ This safeguard Louis had now deliberately thrown away. The quite unprecedented protest of public opinion against the flight to Varennes opened the mouth of republicanism.

SOURCE 2

(From Duncan Townson, *France in Revolution*, published 1990)

Yet, in spite of the mistrust of the King, it seemed likely that the Constitution of 1791 would survive. What prevented this was the war with Austria, which began in April 1792. This event had more decisive and far-reaching results than any other in the whole of the Revolution. Almost everything that happened in France from that time was caused, or affected, by it. The war finally destroyed the consensus of 1789. It led directly to the fall of the monarchy, to civil war, and to the Terror.

SOURCE 3

(From Georges Lefebvre, *The French Revolution*, published 1965)

A second revolution had indeed occurred in the summer of 1792, ushering in universal suffrage and, in effect, a republic. But it did not have the warm and virtually unanimous support that the nation had offered the first. Events since 1789 had brought difference and divisions: many had followed their priests. Of those who remained loyal to the Revolution, some criticised 10 August, while others stood by, fearing the day’s aftermath. Those who had actually participated in the insurrection or who unhesitatingly approved it were few in number, a minority resolved to crush counter-revolution by any means.

B1 – France, 1786–1830: Revolution, Empire and Restoration

Sources for use with Question 6

SOURCE 4

(From Robert Asprey, *The Rise and Fall of Napoleon Bonaparte*, published 2001)

As European armies suffered repeated defeats owing to Napoleon's military mastery, the desire of their governments for revenge continued to grow. This desire was fuelled on the one hand by Napoleon's determination to build a French Empire in an attempt to unify a divided Europe, on the other hand to force the English government to share its control of the seas. Too often overlooked is the singular fact that in the first decade of the nineteenth century Britain controlled five-eighths of the world's surface – its oceans – compared to Napoleon's relatively slight and always tenuous holdings.

Since the English government had no intention of relinquishing its rule of the seas, the results were inevitable. It was the English crown that spent millions of pounds sterling in subsidising a series of armed coalitions to make war on the French tyrant. And because of Napoleon's strategic errors, both military and political, it was the English crown that emerged the winner.

SOURCE 5

(From David Chandler, *On the Napoleonic Wars*, published in 1994)

To a large extent, Napoleon must bear responsibility for the collapse of his Empire. Many, many reasons besides the few treated here could be discussed. The deterioration of his army as it steadily became an international force after 1805; the failure to contain the Royal Navy; the ever-growing problems of command and control; the improvement in Napoleon's opponents – the Arch-Duke Charles, Kutusov and, above all, Wellington – whilst his own military concepts stagnated. As Napoleon himself said, 'I have fought sixty battles, but I know no more now than I knew at the beginning.' All these features – and more – account for the ending of the Napoleonic Wars in 1814.

The roots of the failure were within Napoleon himself. He in fact spoke his own epitaph as early as 1805. Speaking of a failing general of dragoons, he said: 'Order is worn out. One has only a certain time for war. Another five or six years and even I must call a stop.' Six years from 1805 brings us to the eve of 1812 – and Russia. From that great disaster onwards it was just a question of time.

Sources for use with Section B. Answer ONE question in Section B on the topic for which you have been prepared.

B2 – Challenging Authority: Protest, Reform and Response in Britain, c1760–1830

Sources for use with Question 7

SOURCE 6

(From Frank O’Gorman, *The Long Eighteenth Century: British Political and Social History, 1688–1832*, published 1997)

In the years immediately after the war [*i.e.* 1815–20], the forceful expression of lower-class hostility to government repression can no longer be denied. Especially in the textile industry and among early factory workers in Lancashire, the West Riding of Yorkshire and the north Midlands, political protest movements appeared on an extraordinary scale. The mass meetings, with their fiery rhetoric and mass proletarian audiences, impressed contemporaries. In particular, the government repression in 1817 created a wave of very real, perhaps unprecedented, proletarian resentment. The mood of the mass meetings was increasingly one of social bitterness. When political agitation resumed in 1819 it was with clear class overtones. The upper classes shuddered, many of them believing that revolution was close at hand.

SOURCE 7

(From Glyn Williams and John Ramsden, *Ruling Britannia: A Political History of Britain, 1688–1988*, published 1990)

In 1816 and 1817, Lancashire, whose landscapes and communities were being transformed by the cotton mills and by Irish immigration, was a particular area of radical anger and disaffection. There was, however, no national movement calling for reform. In the period before the railways and cheap postal services the practical obstacles were as daunting as the legal ones which had banned much political activity since the 1790s. Nor were the leading radical personalities of the day inclined to submerge their own ambitions in deference to a common radical cause. The radical MP for Westminster, Sir Francis Burdett, complained that they squabbled with the bitterness of opposing and hostile religious sects.

SOURCE 8

(From Eric Evans, *The Forging of the Modern State: Early Industrial Britain, 1783–1870*, published 2001)

Radical agitation after 1815 took many forms. It encompassed mass meetings, petitions for parliamentary reform, relief from economic distress and for lower taxation, political clubs, the development of an aggressive, anti-government press and a few attempts at *coup d’etat*. Yet the movement lacked coherent leadership. Too many of its orators were captivated by the sound of their own overworked voices; not enough bridged the gap between rhetoric and reality. The radical movement never came to terms with the ultimate dilemma: were they to convert by argument and the pressure of disciplined numbers or should they storm the citadels of privilege by force?

B2 – Challenging Authority: Protest, Reform and Response in Britain, c1760–1830

Sources for use with Question 8

SOURCE 9

(From Edward Thompson, *The Making of the English Working Class*, published 1963)

In the first fifty years of the Industrial Revolution the working-class share of the national product had almost certainly fallen relative to the share of the property-owning and professional classes. The ‘average’ working man remained very close to subsistence level at a time when he was surrounded by the evidence of the increase of national wealth, much of it obviously the product of his own labour, passing equally obviously into the hands of his employers. In psychological terms, this felt very much like a decline in standards.

SOURCE 10

(From Max Hartwell, ‘The Standard of Living Debate’, in *Economic History Review*, 1963)

The standard of living controversy has been confused about values and by people talking about different things. I have argued that the standard of living of the mass of the people of England was improving, slowly during the French Wars (1793–1815), more quickly after 1815. Increasing real income is no measure of people’s ultimate well-being and the period of the Industrial Revolution was one of political discontent and social upheaval. But, in terms of the large number of jobs created and the mobility of labour, it was also a period of opportunity for working-class men and women.

SOURCE 11

(From Hans-Joachim Voth, ‘Living Standards and the Urban Environment’, in *The Cambridge Economic History of Modern Britain*, published 2004)

Since the 1980s, most new research findings have lent increasing, but not unambiguous, support to pessimistic views. Crucially, real wages did not increase at anywhere near the rate suggested by earlier estimates. Overall gains between 1760 and 1830 were modest, and included periods of decline. What gains there were probably had been bought by longer hours of intensive work, performed in more dangerous and unhealthy workplaces, by English men and women many of whom lived in disease-ridden, dark, damp and crowded conditions of British cities. The consequences of these desperate conditions were that infant mortality remained high and that life-expectancy in the industrialising cities of the north was very low, and falling.

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6HI03/C – The United States: Challenged and Transformed

SECTION A

Answer ONE question in Section A on the topic for which you have been prepared.

**You should start the answer to your chosen question in Section A on page 3.
Section B begins on page 11.**

C1 – The United States, 1820–77: A Disunited Nation?

Answer EITHER Question 1 OR Question 2.

EITHER

1. ‘In the years to 1850 the economy of the Southern States was remarkably well-developed and successful.’

How far do you agree with this view?

(Total 30 marks)

OR

2. How far do you agree that the Civil Rights Acts of 1866 and 1875 were effective in extending civil rights to freed slaves?

(Total 30 marks)

C2 – The United States, 1917–54: Boom, Bust and Recovery

Answer EITHER Question 3 OR Question 4.

EITHER

3. Why did Prohibition last so long?

(Total 30 marks)

OR

4. How far do you agree that the demands of the war economy in the years 1941–45 created the basis for affluence in the USA in the period 1945–54?

(Total 30 marks)

TOTAL FOR SECTION A: 30 MARKS

SECTION A

**Put a cross in the box indicating the first question you have chosen to answer (☒).
If you change your mind, put a line through the box (☒) and then put a cross in another box (☒).**

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SECTION B

Answer ONE question in Section B on the topic for which you have been prepared.

You should start the answer to your chosen question in Section B on page 13.

C1 – The United States, 1820–77: A Disunited Nation?

Study Sources 1 to 5. Answer EITHER Question 5 OR Question 6.

EITHER

5. Use Sources 1, 2 and 3 and your own knowledge.

‘An overwhelming commitment to property rights in slavery swept aside all reasoned opposition in the South to secession from the Union.’

How far do you agree with this view? Explain your answer, using the evidence of Sources 1, 2 and 3 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

OR

6. Use Sources 4 and 5 and your own knowledge.

How far do you agree that resistance to taxation in the South was the main factor in explaining its defeat in the Civil War?

Explain your answer, using the evidence of Sources 4 and 5 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

C2 – The United States, 1917–54: Boom, Bust and Recovery

Study Sources 6 to 11. Answer EITHER Question 7 OR Question 8.

EITHER

7. Use Sources 6, 7 and 8 and your own knowledge.

How far do you agree with the view that the inconsistencies in Hoover's policies in the period 1929–33 simply increased the agonies of the Depression?

Explain your answer, using the evidence of Sources 6, 7 and 8 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

OR

8. Use Sources 9, 10 and 11 and your own knowledge.

How far do you agree with the view that the accomplishments of the New Deal were insufficient to meet the needs of the people of the United States in the period 1933–41?

Explain your answer, using the evidence of Sources 9, 10 and 11 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

TOTAL FOR SECTION B: 40 MARKS

SECTION B

Put a cross in the box indicating the second question you have chosen to answer (☒).
If you change your mind, put a line through the box (☒)
and then put a cross in another box (☒).

Chosen Question Number:

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Paper Reference(s)

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Unit 3

**Option C: The United States: Challenged
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Sources for use with Section B. Answer ONE question in Section B on the topic for which you have been prepared.

C1 – The United States, 1820–77: A Disunited Nation?

Sources for use with Question 5

SOURCE 1

(From Alan Farmer, *The American Civil War and its Origins 1848–65*, published 2006)

Slavery defined the South, permeating almost every aspect of its life. The market value of the South's four million slaves in 1860 was \$3 billion – more than the value of land and cotton. Slavery, moreover, was more than an economic system. It was a means of maintaining racial control and white supremacy. Further, it was the issue of slavery expansion, not the existence of slavery itself, that polarised the nation. Most of the crises that threatened the bonds of Union arose over this matter.

SOURCE 2

(From an article by James L Huston, 'Property Rights in Slavery and the Coming of the Civil War', published 1999)

Secessionists left little doubt that the overwhelming importance of property rights in slaves was the reason for their need to sever state ties with the Union. In the South Carolina *Declaration of Causes* for secession, the property rights rationale is explicit. The Constitution had been an agreement that recognised 'the right of property in slaves' by representation, tax-paying, fugitive slave laws, and protecting for twenty years the importation of new slaves. In the *Declaration*, the South Carolina representatives declare, 'We affirm that these ends for which this Federal Government was instituted have been defeated', and in particular the non-slave holding states, 'have denied the rights of property established in fifteen of the States, and recognised by the Constitution'.

SOURCE 3

(From David Williams, *A People's History of the Civil War: Struggles for the Meaning of Freedom*, published 2005)

Throughout the secession crisis, southerners had worried about what the results of secession might be. Some feared that the federal government might try to hold the cotton states in the Union by force. *The Vicksburg Mississippi Daily Whig* warned its readers that not only was it 'treason to secede', but that such a move would bring 'strife, discord, bloodshed, war, if not anarchy'. In an open letter, one south-east Georgia man was so sure civil war would come that he referred to secessionists as the 'suicides'.

C1 – The United States, 1820–77: A Disunited Nation?

Sources for use with Question 6

SOURCE 4

(From Stanley Lebergott, *Why the South Lost: Commercial Purpose in the Confederacy, 1861–65*, published 1983)

Given Southern unwillingness to be taxed or to pay taxes due, and given planter unwillingness to support Confederate war bonds, the Confederacy was left with only one policy – impressment*. This led to the hiding of the very items necessary for continuing the war: cotton, wheat, horses and mules. From that came shortages for the armies and the cities. However, impressment did more than restrict the supply of material for battle and block food to both the army and civilians. It increased desertion from the army, further increasing the likelihood of military defeat. By late 1864, about half the Confederate soldiers were absent from the ranks as they returned to their farms to support their destitute families.

*impressment = requisitioning and confiscation of essential materials

SOURCE 5

(From Alan Farmer, *The American Civil War 1861–65*, published 2002)

The strength of patriotic feeling in 1861 produced 500,000 volunteers for the Confederate army. After 1861, Confederate politicians, clergymen and newspaper editors all did their best to create a sense of nationalism and the war further strengthened this. It created an intense and unifying hatred of the Yankee. Hatred and a desire for revenge seems to have been a consuming passion for many southern soldiers. But hostility to the North was not the only reason why Southerners fought. Many soldiers believed they were fighting for liberty and constitutional rights, principles for which they were ready to die.

However, a people whose armies are beaten, railways wrecked, factories and cities burnt, countryside occupied and crops laid waste, quite naturally lose their will to continue fighting because they have lost the means to do so. By 1865 the Confederacy had lost its will for sacrifice; some 97,000 Confederate soldiers were killed and thousands wounded. But primarily it was military defeat which caused defeatism, and the victory for the North.

Sources for use with Section B. Answer ONE question in Section B on the topic for which you have been prepared.

C2 – The United States, 1917–54: Boom, Bust and Recovery

Sources for use with Question 7

SOURCE 6

(From Peter Clements, *Prosperity, Depression and the New Deal*, published 2005)

Hoover's problem was that he would not abandon his two central beliefs of self-help and voluntary co-operation. In the years 1931–32, Hoover involved the government in the economy more than any other previous President through the National Credit Corporation, the Federal Home Loan Bank Act, the Reconstruction Finance Corporation and the President's Emergency Committee for Employment. However, Hoover could not bring himself to accept what many increasingly argued was necessary: direct government relief. He continued to believe that the economy had to right itself. 'Economic depression,' he said, 'cannot be cured by legislative or executive legislation. Economic wounds must be healed by the action of the producers and consumers themselves.'

SOURCE 7

(From William E Leuchtenburg, *The Perils of Prosperity 1914–32*, published 1993)

The key aim of the Reconstruction Finance Corporation, created in December 1931, was to lend funds to banks, railroads, building and loan associations and financial institutions. But this programme failed to get the economy rolling again. The RFC helped shore up railroads on the verge of bankruptcy and reduced, at least for a short time, bank closures. However, bankers viewed the RFC not as a way to expand the volume of credit but as a means of preserving their own, and other financial institutions, from bankruptcy. The RFC virtually ignored its role as a public works and relief agency and moved with exasperating slowness in spending the finances Congress granted it.

SOURCE 8

(From Paul Johnson, *Modern Times*, published 2000)

In 1929, Hoover reduced taxes in order to stimulate the economy and increased government spending. This led to a huge government deficit in 1931. Further, Hoover, as President, started more public work schemes in his four years of office than had been done by the previous forty Presidents. Having reduced taxes in 1929, Hoover increased them in 1931 to pay for the public work schemes. This simply showed the inconsistency in Hoover's policies. The Hawley-Smoot tariff, which limited international trade, made things even worse. Meanwhile, by supporting insolvent companies and keeping people in work, Hoover simply extended the agonies of the Depression. He should have left the economy to right itself.

C2 – The United States, 1917–54: Boom, Bust and Recovery

Sources for use with Question 8

SOURCE 9

(From Michael Parrish, *Anxious Decades, America in Prosperity and Depression, 1920–1941*, published 1992)

Franklin Roosevelt and the New Deal failed the American people. In six years of effort, economic prosperity had not returned and the Depression lingered. Nearly ten million citizens, over 17 per cent of the labour force, remained out of work in 1939. A much larger percentage remained in 1939 than in 1936, ‘ill-housed, ill-clothed, ill-nourished’. Conservative critics of the New Deal offered a simple explanation for this. Too much government regulation, too much reform, and too much radical argument from the President and his administration had destroyed the confidence of businessmen, undermined the incentive to invest, and thereby prolonged the country’s economic misery.

SOURCE 10

(From Peter Clements, *Prosperity, Depression and the New Deal*, published 2005)

One of the greatest achievements of the New Deal was in changing the role of federal government. Relief agencies such as the Federal Emergency Relief Act (1933) and the Works Progress Administration (1935) were set up to offer hope to millions. There were new departures in governmental responsibilities. The Social Security Act was not strictly a relief measure as it was financed through contributions paid by recipients. However, it did set up a national system of old-age pensions and unemployment benefit for the first time. The amounts spent on benefits were inadequate for the needs of a population suffering from prolonged depression. Nevertheless, important precedents were set by this legislation. Never before had the federal government become involved in granting direct relief or benefits.

SOURCE 11

(From D Nasaw, *The Course of the United States History*, published 1987)

The New Deal’s accomplishments, while substantial, went only so far. Federal programmes remained small, benefits limited and temporary. Not everyone benefited equally from the New Deal programmes. But the majority of Americans in the 1930s were simply too grateful for federal aid to complain that it did not go further. Such federal assistance, coming at a time when few – if any – citizens had personal resources to fall back on to deal with unemployment, illness and old age, was often the difference between survival and going under.

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6HI03/D – The Challenge of Fascism

SECTION A

Answer ONE question in Section A on the topic for which you have been prepared.

You should start the answer to your chosen question in Section A on page 3.

Section B begins on page 11.

D1 – From Kaiser to Führer: Germany, 1900–45

Answer EITHER Question 1 OR Question 2.

EITHER

1. ‘The impact of the First World War merely heightened existing social and political tensions which had divided Germany before 1914.’

How far do you agree with this judgement?

(Total 30 marks)

OR

2. ‘The chaotic nature of the Nazi governmental structure explains the failures in German war production during the Second World War.’

How far do you agree with this judgement?

(Total 30 marks)

D2 – Britain and the Challenge of Fascism: Saving Europe at a Cost? c1925–60

Answer EITHER Question 3 OR Question 4.

EITHER

3. ‘Between 1933 and 1937, the British public’s hostility to the confrontation of foreign powers left the National Government with no alternative to a policy of appeasing Hitler and Mussolini.’

How far do you agree with this judgement?

(Total 30 marks)

OR

4. ‘The British bombing offensive of 1942–45 failed to inflict crucial damage on the German war machine.’

How far do you agree with this opinion?

(Total 30 marks)

TOTAL FOR SECTION A: 30 MARKS

SECTION A

Put a cross in the box indicating the first question you have chosen to answer (☒).
If you change your mind, put a line through the box (☒)
and then put a cross in another box (☒).

Chosen Question Number:

Question 1 ☒

Question 2 ☒

Question 3 ☒

Question 4 ☒

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SECTION B

Answer ONE question in Section B on the topic for which you have been prepared.

You should start the answer to your chosen question in Section B on page 13.

D1 – From Kaiser to Führer: Germany, 1900–45

Study Sources 1 to 6. Answer EITHER Question 5 OR Question 6.

EITHER

5. Use Sources 1, 2 and 3 and your own knowledge.

‘Decisions made in Berlin from 1900 determined the outbreak of war in Europe in August 1914.’

How far do you agree with this opinion? Explain your answer, using the evidence of Sources 1, 2 and 3 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

OR

6. Use Sources 4, 5 and 6 and your own knowledge.

‘The Nazi regime depended more on its broad popularity than on terror in the years 1933–39.’

How far do you agree with this opinion? Explain your answer, using the evidence of Sources 4, 5 and 6 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

D2 – Britain and the Challenge of Fascism: Saving Europe at a Cost? c1925–60

Study Sources 7 to 11. Answer EITHER Question 7 OR Question 8.

EITHER

7. Use Sources 7, 8 and 9 and your own knowledge.

‘The Munich Settlement of September 1938 was a disaster for Britain.’

To what extent do you agree with this opinion? Explain your answer, using the evidence of Sources 7, 8 and 9 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

OR

8. Use Sources 10 and 11 and your own knowledge.

‘Although the Second World War inflicted some economic damage on Britain, it also stimulated considerable economic progress.’

How far do you agree with this judgement with regard to the years 1945–60? Explain your answer, using the evidence of Sources 10 and 11 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

TOTAL FOR SECTION B: 40 MARKS

SECTION B

**Put a cross in the box indicating the second question you have chosen to answer ().
If you change your mind, put a line through the box ()
and then put a cross in another box ().**

Chosen Question Number:

Question 5

Question 6

Question 7

Question 8

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Section B

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(Total 40 marks)

**TOTAL FOR SECTION B: 40 MARKS
TOTAL FOR PAPER: 70 MARKS**

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Paper Reference(s)

6HI03/D

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History

Advanced

Unit 3

Option D: The Challenge of Fascism

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Sources for use with Section B. Answer ONE question in Section B on the topic for which you have been prepared.

D1 – From Kaiser to Führer: Germany, 1900–45

Sources for use with Question 5

SOURCE 1

(From Hans-Ulrich Wehler, *The German Empire 1871–1918*, published 1985)

In the 1890s, commercial rivalry in the world's markets increased dramatically. Above all, German policy embarked on a collision course with Britain's vital interests when the decision was taken to expand the battle fleet. From the time of the first Supplementary Navy Bill of 1900, there was no doubt as to Germany's aims, with their sometimes openly declared, sometimes carefully concealed, aggressive intent. Nor was there any inclination in London to meet this new danger with a child-like trust. Germany's naval policy was too unmistakably bound up with 'the image of the enemy across the Channel' for the British to sit back and wait for things to happen. We need to bear in mind both the domestic political dimensions of the 'Tirpitz-Plan', as well as the German decision not to yield on battleship building. That plus the decision to arm against Britain on such a massive, concentrated scale, without cause from London, shows how Germany's moves on the chess board determined the rules of the game up to 1914.

SOURCE 2

(From Niall Ferguson, *The Pity of War*, published 1998)

The extent of German malice aforethought must not be exaggerated. For men who have been accused of planning a war, the senior members of the German General Staff were uncannily relaxed in July 1914. At the time the Kaiser issued his famous 'blank cheque' to the Austrians, Moltke, Waldersee, Groener, chief of the Railway Section, and Major Nicolai, the head of key intelligence agency Section 11b, were all on holiday (in separate resorts, it should be said). Tirpitz and Admiral von Pohl were too. It was only on 16th July that Nicolai's stand-in, Captain Kurt Neuhof, was advised to step up surveillance of Russian military activity. Nicolai himself was not back at his desk for another two days. Even then his orders to the so-called 'tension travellers' – ie German spies in Russia and France – were merely to find out 'whether war preparations are taking place in France and Russia'.

SOURCE 3

(From John Keegan, *The First World War*, published 1998)

The existence of a permanent medium of negotiation between the European powers might have robbed the war plans that lay in their pigeonholes of their menacing capacity to determine events instantly. In Germany, Russia and Austria, where the sovereign was commander in chief both in name and fact, and where each organ of the military system answered directly to him, communication between these different organs was beset by secretiveness and jealousy. The system, disastrously, took its most extreme form in Germany. In the crisis of 1914, the Kaiser, when he alone might have put the brakes to the inevitable progression of the Schlieffen Plan, found he did not understand the machinery he was supposed to control. He panicked and let the Schlieffen Plan determine events.

D1 – From Kaiser to Führer: Germany, 1900–45

Sources for use with Question 6

SOURCE 4

(From Robert Gellately, *Backing Hitler*, published 2001)

Most people in Nazi Germany had no direct confrontation with the Gestapo, Kripo, or the concentration camps. Moreover, while they read many stories about the ‘People’s Court’, rather few people attended its sessions. In other words, for most Germans, the coercive or terroristic side of Hitler’s dictatorship was created by what passed along by word of mouth, by what they read in the press, or heard on the radio. Historians have paid remarkably little attention to these representations, when in fact these played an important role in the dictatorship.

At every level, there was much popular support for the expanding missions of the new police and the camps, especially as the latter were presented in the media and elsewhere as boot-camps in which the state would confine both ‘political criminals’ and variously defined asocials, in order to subject them to ‘work therapy’.

SOURCE 5

(From Richard J Evans, *The Third Reich in Power*, published 2005)

At the same time, the Gestapo was only part of a much wider net of surveillance, terror and persecution cast by the Nazi regime over German society in the 1930s; others included the SA and SS, the Criminal Police, the prison service, the social services and employment offices, the medical profession, health centres and hospitals, the Hitler Youth, the Block Wardens. Even apparently politically neutral organizations like tax offices, the railway and the post office were involved. All of these provided information about deviants and dissidents to the Gestapo, the courts and the prosecution service, forming a very mixed, uncoordinated but pervasive system of control, in which the Gestapo was merely one institution among many. Everything that happened in the Third Reich took place in a pervasive atmosphere of fear and terror, which never slackened and indeed became far more intense towards the end. ‘Do you know what fear is?’ an elderly worker asked an interviewer some years after it was all over: ‘No’. ‘The Third Reich was fear,’ the worker replied.

SOURCE 6

(From E A Johnson, *The Nazi Terror*, published 1999)

The key to understanding the sometimes brutal, but always effective, Nazi terror lies in its selective nature. Never implemented in a blanket or indiscriminate fashion, it specifically targeted and ruthlessly moved against the Nazi regime’s racial, political and social enemies; at the same time it often ignored or dismissed expressions of non-conformity and mild disobedience on the part of other German citizens. The two-way treatment of different sections of the German population helped the Nazi regime to gain support among the populace. Indeed, many Germans perceived the terror not as a personal threat to them but as something that served their interests by removing threats to their material well-being and to their sense of community and order.

Sources for use with Section B. Answer ONE question in Section B on the topic for which you have been prepared.

D2 – Britain and the Challenge of Fascism: Saving Europe at a Cost? c1925–60

Sources for use with Question 7

SOURCE 7

(From W S Churchill, *The Second World War, Volume 1*, published 1948)

Germany's takeover of Czechoslovakia robbed the allies of the Czech army of twenty-one regular divisions, fifteen or sixteen second-line divisions already mobilised, and also their mountain fortress line which, in the days of Munich, had required the deployment of thirty German divisions, or alternatively the main strength of the mobile and fully-trained German army. According to Generals Halder and Jodl, there were but thirteen German divisions, of which only five were composed of front line troops, left in the West at the time of the Munich arrangement. We certainly suffered a loss through the fall of Czechoslovakia equivalent to some thirty-five divisions. Besides this, the Skoda works, the second most important arsenal in central Europe, the production of which between August 1938 and September 1939 was in itself nearly equal to the actual output of British arms factories in that period, was now at Germany's disposal.

SOURCE 8

(From A J P Taylor, *The Origins of the Second World War*, published 1961)

The settlement at Munich was a triumph for British policy, which had worked precisely to this end; not a triumph for Hitler, who had started with far less clear intentions. Nor was it merely a triumph for selfish or cynical British statesmen, indifferent to the fate of far-off peoples or calculating that Hitler might be launched against Soviet Russia. It was a triumph for all that was best and most enlightened in British life; a triumph for those who had preached equal justice between peoples; a triumph for those who had denounced the harshness and short-sightedness of Versailles.

SOURCE 9

(From J C Charmley, *Chamberlain and the Lost Peace*, published 1989)

Unlike Churchill in 1938, Chamberlain had knowledge of what passed for the French war-plan and of the latest report of the British Chiefs of Staff. The French plan was to wait behind the Maginot Line until the British had expanded their army and the economic blockade began to bite. This was not a strategy that promised speedy relief to the Czechs, as the Poles were to discover a year later.

The Chiefs were adamant that there was nothing that either France or Britain could do to 'prevent Germany from overrunning Bohemia and inflicting a decisive defeat on Czechoslovakia'. Britain was still a year away from when her rearmament programme would be substantially complete. The omens for war were not good.

D2 – Britain and the Challenge of Fascism: Saving Europe at a Cost? c1925–60

Sources for use with Question 8

SOURCE 10

(From A J P Taylor, *English History 1914–1945*, published 1965)

Despite nearly 400,000 killed in the war, the employed population [in 1945] was three million greater than in 1939, partly from an increase in the labour force, partly from the virtual elimination of unemployment. Moreover, the second war, unlike the first, stimulated or created new industries which could hold their own in peacetime. During the Second World War, and not before, Great Britain took the decisive jump industrially from the nineteenth into the twentieth century. Before the war, Great Britain was trying to revive its old industries. After it, she relied on new developing industries. Electricity, motor cars, iron and steel, machine tools, nylon and chemicals were all set for expansion, and in all of them output per head was steadily increasing. The very spirit of the nation had changed. No one wanted to go back to 1939. The majority were determined to go forward and were confident that they could do so.

SOURCE 11

(From Correlli Barnett, *The Audit of War*, published 1986)

The British war economy existed in an entirely artificial environment. It was subject to none of the harsh stresses of a peacetime climate of competition. Thanks to US and Commonwealth help in the form of Lend-Lease and Sterling Area credit, the struggle for export markets had been abandoned. There was no internal competition in the British home market. All production and distribution was subject to a comprehensive array of government controls, allocations and rationing. British firms, producing war supplies under government contract were working on the basis of ‘cost-plus’. In other words, these firms got their actual production costs with a fixed profit rate added to them. So, there was no spur to efficiency or cost-cutting. Similarly, over-full employment, with employers poaching skilled labour from each other, together with wage levels linked to the cost of living, meant that there was little incentive for the work force to step up productivity. Certainly, there was no direct incentive to match foreign levels of productivity. The fundamental operating principles of the war-time economy lay in maximum output of products designed to aid the war effort, rather than cost-effective production of goods that would beat the competition in an overseas market because of superior design and lower prices. The Spitfire certainly equalled the Messerschmitt BF 109 in overall performance as a fighter aircraft. However, that did not mean that Vickers-Supermarine could have sold it successfully overseas in commercial competition with the Messerschmitt. The Spitfire took two-thirds more man-hours to build than the Messerschmitt and it would have been priced out of the market. The entire British war economy was artificial and its artificiality made possible by American aid.

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6HI03/E – War and Peace: Twentieth Century International Relations

SECTION A

Answer ONE question in Section A on the topic for which you have been prepared.

**You should start the answer to your chosen question in Section A on page 3.
Section B begins on page 11.**

E1 – The World in Crisis, 1879–1941

Answer EITHER Question 1 OR Question 2.

EITHER

1. How far do you agree that the system of European alliances in the period 1879–1914 made the outbreak of a world war more, rather than less, likely?

(Total 30 marks)

OR

2. ‘Disarmament policies and diplomatic cooperation by the major powers in the 1920s and early 1930s reflected a temporary absence of international tensions rather than a longer-term commitment to peace.’

How far do you agree with this view?

(Total 30 marks)

E2 – A World Divided: Superpower Relations, 1944–90

Answer EITHER Question 3 OR Question 4.

EITHER

3. How far was the nuclear arms race a threat to world peace in the years 1949–62?

(Total 30 marks)

OR

4. How important to the United States’ management of its cold war diplomacy were relations between the USSR and China in the years 1962–76?

(Total 30 marks)

TOTAL FOR SECTION A: 30 MARKS

SECTION A

**Indicate which question you are answering by marking the box (☒).
If you change your mind, put a line through the box (☒) and then indicate your new question with a cross (☒).**

Chosen Question Number:

Question 1 ☒

Question 2 ☒

Question 3 ☒

Question 4 ☒

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SECTION B

Answer ONE question in Section B on the topic for which you have been prepared.

You should start the answer to your chosen question in Section B on page 13.

E1 – The World in Crisis, 1879–1941

Study Sources 1 to 6. Answer EITHER Question 5 OR Question 6.

EITHER

5. Use Sources 1, 2 and 3 and your own knowledge.

How far do you agree with the view that the United States' attitude to European diplomacy in the 1920s and early 1930s explains the weaknesses of the League of Nations?

Explain your answer, using the evidence of Sources 1, 2 and 3 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

OR

6. Use Sources 4, 5 and 6 and your own knowledge.

How far do you agree with the view that it was German expansionist ambitions which explain why war broke out in Europe in 1939?

Explain your answer, using the evidence of Sources 4, 5 and 6 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

E2 – A World Divided: Superpower Relations, 1944–90

Study Sources 7 to 11. Answer EITHER Question 7 OR Question 8.

EITHER

7. Use Sources 7 and 8 and your own knowledge.

How far do you agree with the view that the origins of the Cold War in 1945 and 1946 owed much to ideological differences and little to personalities and conflicting national interests?

Explain your answer, using the evidence of Sources 7 and 8 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

OR

8. Use Sources 9, 10 and 11 and your own knowledge.

How far do you agree with the view that the Cold War came to an end because of popular protests in Eastern Europe which the USSR was powerless to resist?

Explain your answer, using the evidence of Sources 9, 10 and 11 and your own knowledge of the issues related to this controversy.

(Total 40 marks)

TOTAL FOR SECTION B: 40 MARKS

SECTION B

**Indicate which question you are answering by marking the box (☒).
If you change your mind, put a line through the box (☒) and then indicate your new
question with a cross (☒).**

Chosen Question Number:

Question 5 ☐

Question 6 ☐

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Paper Reference(s)

6HI03/E

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History

Advanced

Unit 3

Option E: War and Peace: Twentieth Century

International Relations

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Sources for use with Section B. Answer ONE question in Section B on the topic for which you have been prepared.

E1 – The World in Crisis, 1879–1941

Sources for use with Question 5

SOURCE 1

(From David Williamson, *War and Peace: International Relations, 1919–1939*, 2nd edition published 2003)

In theory the League of Nations seemed to have formidable powers, but it was not a world government in the making, with powers to coerce independent nations. Its existence was based on recognising the political and territorial independence of all member states. Article 15 of the League's Covenant recognised that if a dispute arose from an internal issue, the League had no right to intervene. There were also several gaps in the Covenant which allowed a potential aggressor to wage war with impunity. War had to be officially declared before the League could act effectively. It had no formula for dealing with guerrilla warfare. Even in the event of a formal declaration of war, if the international Court or the Council could not agree on a verdict, then the League members were free to continue with their war.

SOURCE 2

(From an article by Warren F Kimball on the United States and the League of Nations, published 2003)

The peace settlements that followed the First World War created a renewed structure of alliances by which many of the victors hoped to preserve the *status quo*. For example, the British and French ruling classes were both determined to maintain their colonial empires. The United States, however, with its powerful and expanding economy, held to a different vision.

The United States' rejection of membership of the League of Nations – which seemed a rejection of any formal role in Europe – was the result of both European developments and US domestic politics. Somehow, the Atlantic Ocean seemed to widen again, despite memories of German submarines attacking American ships, and it soon became common once more for Americans to speak dismissively of Europe's power politics. The United States became isolationist, choosing to remain aloof from the political squabbling that beset post-war Europe.

SOURCE 3

(From an article by Antony Best on Imperial Japan, published 2003)

Faced by Japanese aggression, China rejected the path of active resistance and turned instead to the League of Nations in the hope that international pressure could curb Japan. Japan's reaction was to dismiss the League's condemnations of its seizure of Manchuria and to withdraw from the organisation in 1933 in a spirit of contempt.

E1 – The World in Crisis, 1879–1941

Sources for use with Question 6

SOURCE 4

(From David Williamson, *War and Peace: International Relations, 1919–1939*, 2nd edition published 2003)

To a certain extent, the horrendous figure of Adolf Hitler obscures the fact that the British and French governments went to war to maintain their position as great powers rather than to wage a crusade against the evil force of Nazism. There is no doubt that Hitler's successes in Eastern Europe in 1938–39 did threaten to destabilise the whole continent. Could it also be that Nazi Germany did not in fact threaten Britain and that it was Chamberlain who incurred German hostility by unnecessarily intervening in the Sudeten crisis in September 1938?

SOURCE 5

(From R J Overy, *The Second World War*, published 1987)

In late August 1939, Hitler saw Britain and France's delay in responding to the suggestion of a peace conference over Poland as evidence that these powers were trying to extricate themselves from the promise of help to Poland, and he ignored British and French ultimata demanding an end to hostilities.

Both Britain and France entered the war with a sense of uneasiness but there was none of the panic and uncertainty of August 1914, nor the enthusiasm. The prospect of war had been accepted months before. There was consternation in Berlin that the West had called Hitler's bluff. Goering angrily telephoned Ribbentrop: 'Now you have your damned war'.

SOURCE 6

(From an article by Joseph Maiolo on the Arms Build-up in the 1930s, published 2003)

In 1939, allied war planners were convinced that France and Britain could withstand the first German and Italian attacks and triumph in the long run. This sense of gathering strength was empowering. Perceived shifts in the military balance can be found in Hitler's calculations as well. Rational military factors alone did not determine his actions, but the view that Germany's arms lead was a wasting asset was a theme he returned to often. Aware of the acceleration in French and British arms growth, Hitler warned that the *Wehrmacht* would lose its lead in a few years. This was why, in September 1939, Hitler stubbornly ignored signals of Anglo-French determination to enforce the Polish guarantees.

Sources for use with Section B. Answer ONE question in Section B on the topic for which you have been prepared.

E2 – A World Divided: Superpower Relations, 1944–90

Sources for use with Question 7

SOURCE 7

(From Martin Walker, *The Cold War*, published 1994)

The Soviet Union was not just another great power, defending its interests with a mixture of force and diplomacy in the classic manner of international affairs. Stalin's USSR was also seen in the West as something different and more menacing, a unique and unbending armed ideology threatening to expand. In the course of one hundred days in late 1945 and early 1946, the West's view of the Soviet Union changed from an assumption that the Russian bear was up to its old tricks of dominating Eastern Europe into a conviction that the West was being conscripted into a new ideological crusade.

SOURCE 8

(From Vladislav Zubok and Constantine Pleshakov, *Inside the Kremlin's Cold War*, published 1996)

Two events in early 1945 altered Stalin's view of the diplomatic landscape and let loose his demons of suspicion. The first was the death of Roosevelt; the second was America's dropping of the A-bomb on Hiroshima.

When Stalin had hoped to encourage London and Washington to resolve tensions by redistributing spheres of influence, his dream partner had been Franklin D. Roosevelt. Roosevelt was the only President whom Stalin accepted as a partner, even when he felt that FDR was scheming behind his back. In April 1945, when Soviet intelligence informed Stalin of Nazi attempts to conclude a separate peace with the Americans, his faith in the possibility of a partnership with the West was not shaken. As long as the two western leaders did not 'gang up on him', there remained the chance for an international regime of co-operation.

When Roosevelt died and Churchill was not re-elected, Stalin lost his two equals. There was no longer a common threat or a European war to forge a strong relationship of equals between Stalin and the new Western politicians.

It was the atomic bombardment of Japan and the abrupt end of the war in the Pacific that convinced Stalin that his dream of a postwar partnership was not to be fulfilled. The old demons of insecurity were back. The atomic bomb threw Stalin back into neurotic solitude.

E2 – A World Divided: Superpower Relations, 1944–90

Sources for use with Question 8

SOURCE 9

(From Martin Walker, *The Cold War*, published 1994)

By the mid-1980s, both sides were hoping to achieve a new *détente*: the uneasy slackening of confrontation, an increase in trade and diplomacy, and the acceptance of one another's spheres of influence. But for the extraordinary coincidence of two extraordinary men, Reagan and Gorbachev, that might well have been what the world got, a replay of the *détente* era of the 1970s. Neither the diplomats nor the arms-control experts were prepared for the quantum leap in the nuclear relationship that Reagan and Gorbachev were about to make.

SOURCE 10

(From John Lewis Gaddis, *The Cold War*, published 2005)

The upheavals of 1989 caught everyone by surprise. What no one understood, at the beginning of 1989, was that the Soviet Union, its empire, its ideology – and therefore the Cold War itself – was a sandpile ready to slide. All it took to make that happen were a few more grains of sand. The people who dropped them were not in charge of superpowers or movements: they were ordinary people with simple priorities who saw, seized, and sometimes stumbled into opportunities. In doing so, they caused a collapse no one could stop. Their leaders had little choice but to follow.

One particular leader did so in a distinctive way. He ensured that the great 1989 revolution was the first one in which almost no blood was shed. This revolution became a triumph of hope. It did so chiefly because Mikhail Gorbachev chose not to act, but rather to be acted upon by ordinary people.

SOURCE 11

(From Niall Ferguson, *Colossus: The Rise and Fall of the American Empire*, published 2004)

After the East German revolution of 9 November 1989, it was suddenly apparent that Mikhail Gorbachev would not or could not maintain the Russian empire by sending tanks into East European cities. Germany was crucial to Soviet interests. A western-led reunification of Germany had been the stuff of previous Soviet leaders' darkest nightmares. It now followed that the United States had a free hand more or less everywhere.

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C Sample mark schemes

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| General marking guidance | 429 |
| GCE History marking guidance | 431 |
| Unit 1 | 433 |
| Unit 2 | 473 |
| Unit 3 | 503 |

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate

GCE History Marking Guidance

Marking of Questions: Levels of Response

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

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

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

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

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

Deciding on the Mark Point Within a Level

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

Assessing Quality of Written Communication

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

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Unit 1: Generic Level Descriptors

Target: A01a and A01b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

| Level | Mark | Descriptor |
|-------|-------|--|
| 1 | 1-6 | <p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3-4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed.</p> |
| 2 | 7-12 | <p>Candidates will produce a series of simple statements supported by some mostly accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9-10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed.</p> |
| 3 | 13-18 | <p>Candidates' answers will be attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate but it may lack depth and/or relevance in places.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15-16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed.</p> |

| | | |
|---|-------|---|
| 4 | 19-24 | <p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21-22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed.</p> |
| 5 | 25-30 | <p>Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected factual material which demonstrates some range and depth.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27-28 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed.</p> |

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

Note on Descriptors Relating to Communication

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

Unit 1 Assessment Grid

| Question Number | A01a and b Marks | Total marks for question |
|--------------------|------------------|--------------------------|
| Q (a) or (b) | 30 | 30 |
| Q (a) or (b) | 30 | 30 |
| Total Marks | 60 | 60 |
| % Weighting | 25% | 25% |

Unit 1: Option A**England in the Middle Ages and the Transition to the Early Modern World****A1 Alfred the Great and the Vikings, 793-c900**

| Question Number | Question |
|-----------------|--|
| Q.1 | How important were divisions amongst Anglo-Saxons in explaining the successful Viking conquests in the 860s and 870s? (30) |
| | Indicative Content The question is focused on the causes of the remarkable scale of disasters that befell Anglo-Saxon England in the years between 866 and 878. The arrival of the 'Great Army' of Ragnar Lothbrok in the former year marked a massive increase in threat. The capture of York in 867 and subsequent domination of Northumbria was followed two years later by the murder of Edmund of East Anglia and the driving out of Burged of Mercia in 874. Attacks on Wessex culminated in the disaster at Chippenham in 878. Later in the year, Alfred's victory at Eddington ended the run of success. A simple outline of events such as these is unlikely to go beyond Level 2. Those who begin to offer a causal analysis will access level 3 although this may address other causes than the stated one, namely the speed and surprise of the Vikings and the slow response of the traditional Saxon military system to threats. At Level 4 there will be an explicit attempt to deal with the stated factor, possibly focusing on the divisions in Northumbria which led directly to the success of 867 and the ease with which the Vikings found puppet rulers in Mercia and elsewhere. At Level 5 there will be some attempt to evaluate the stated factor setting 'divisions' against other possible explanations, involving consideration of personalities as well as the issue of speed and surprise and the slow military response of the Saxon Kingdoms. |

| Question Number | Question |
|-----------------|---|
| Q.2 | How far did Alfred increase the prestige and military strength of Wessex in the years 879-99? (30) |
| | Indicative Content The question is focused on assessing the effectiveness of the changes that Alfred introduced in the years following his defeat of Guthrum. Candidates could refer to: the widespread establishment of fortified settlements or burhs such as Wareham, and Wallingford, the creation of a navy, the seizure of London, the establishment of an overlordship over Mercia and parts of Wales, the recruitment of foreign scholars to revive learning and promote a religious renaissance. A simple descriptive outline of developments such as these is unlikely to go beyond Level 2. Those who begin to link relevant developments to either enhanced military strength or prestige will access Level 3. At Level 4 there will be an explicit attempt to deal with both prestige and military strength, but this may be very unbalanced. Candidates are likely to show how the development of a war-fleet was designed to counter one of the great advantages raiders had hitherto enjoyed in terms of mobility and the burhs proved to be effective centres of resistance and enhanced military power. At Level 5 there will be a real appreciation of the scale of Alfred's achievements and the beginning of some evaluation of the longer term consequences for both urban renewal and the hegemony of the West Saxon monarchy. |

A2 The Norman Conquest and its Impact on England, 1066-1135

| Question Number | Question |
|-----------------|---|
| Q.3 | <p>How far did mistakes by Harold Godwinson explain the success of William of Normandy in 1066?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the causes of the remarkable victory won by William in 1066. Candidates are likely to consider the preparation of forces and assembly of a fleet, the withdrawal of the English fleet in mid September, the arrival of Harald Hardrada in Yorkshire and the subsequent battles at Fulford and Stamford Bridge and finally the Norman invasion at the end of the month and decisive battle two weeks later. A simple descriptive outline of developments such as these is unlikely to go beyond Level 2. Those who begin to offer a causal analysis will access Level 3. At Level 4 there will be an explicit attempt to deal with both the issue of luck and Harold's conduct of the campaign, but this may be very unbalanced. With regard to the former, the weather might be considered to have operated in a remarkably fortuitous fashion given the nature of the crafts involved and the intervention of Harald Hardrada and Tostig to have provided William with an unexpected bonus. The deaths in battle of Harold and his two brothers ensured that the hard fought battle at Hastings was decisive, which even with victory, may very well not have been had the English not been left leaderless. Harold's tactical and strategic errors are likely to be considered in terms of his impetuous rush south and desire to throw away the advantage of time and numbers. At Level 5 both issues will receive attention, with some evaluation in the light of other factors such as William's skill in attracting papal support.</p> |

| Question Number | Question |
|-----------------|--|
| Q.4 | <p>How extensive was English resistance to the Norman conquerors in the decade after the Battle of Hastings?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on assessing the difficulties William encountered in gaining control of his Kingdom after 14th October 1066. Candidates are likely to consider the capture of London and the submission of Stigand, Edwin and Morcar in 1066, the rebellion in Kent in 1067, the widespread risings of 1068-71, particularly those in the South West and Northumbria, culminating in the ravaging of the North by William, and finally Hereward and his island of resistance in the area around Ely. It might be argued that the resistance was at an end when William advanced into Scotland in 1072 with former rebels such as Eadric the Wild in his army. The rebellion of 1075 was largely that of his Norman vassals. A simple descriptive outline of developments such as these is unlikely to go beyond Level 2. At Level 3 candidates will begin to address the issue of the scale of the rebellions but there may be considerable passages of narrative. At Level 4 narrative will be subordinate to appreciation of the sheer scale of rebellion and the stress and strain this imposed on William and his forces. The massive castle building programme might be adduced as evidence of the scale of the difficulties William encountered. At Level 5 there will be some evaluation possibly stressing that although the scale was extensive, the English leadership was poor and ultimately ineffective.</p> |

A3 The Angevin Empire, 1154-1216

| Question Number | Question |
|-----------------|--|
| Q.5 | <p>How far was the personality and behaviour of Thomas à Becket responsible for the clash between Henry II and the Church in the years 1162-1170?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on assessing the causes of the famous clash between crown and church in the 1160s. Candidates are likely to be aware of Becket's career, as the friend and Chancellor of Henry II and his appointment to Canterbury in May 1162, without being either priest or monk. The subsequent clashes over the rival claims of church and state, relating to property and the issue of criminous clerks may be related, as may Becket's trial at the Council of Northampton in October 1164 and his subsequent flight and exile. His return and murder in 1170 will almost certainly figure. A simple descriptive outline of developments such as these is unlikely to go beyond Level 2. Those who begin to offer a causal analysis will access Level 3. At Level 4 there will be an explicit attempt to deal with Becket's personality and extraordinary tendency to confront and affront the king in what he conceived were the rights of the Church. At Level 5 there will be an attempt to set the Henry-Becket clash in a wider context of Church-state relations, appreciating the clashes which pre-dated Becket's appointment and possibly explaining the King's decision to appoint him as a means of strengthening the crown's hold on the Church.</p> |

| Question Number | Question |
|-----------------|---|
| Q.6 | <p>How far do King John's errors of judgement explain his loss of Normandy?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on assessing the causes of the loss of Normandy to Philip Augustus in 1204. Candidates are likely to appreciate the vital importance of Normandy, as the hub of the Angevin Empire and have some knowledge of the course of the dispute which led to the outbreak of conflict between John and his titular over-lord in April 1202. For example, that John's seizure of his nephew Arthur in August 1202 was followed by the latter's murder in April 1203. Brittany revolted and many of the Loire baronage. John retreated to England in December 1203 and much of Eastern Normandy was lost. The rest of the Duchy followed in 1204 following the French capture of Chateau Gaillard in March after a lengthy siege. Most places surrendered without a fight and John's retreat had earned him the name of 'Softsword'. A simple descriptive outline of some of these developments is unlikely to go beyond Level 2. Those who begin to offer a causal analysis will access Level 3. There may be mention of the inherited difficulties of John and the skill of Philip Augustus, a much greater opponent of the Angevin Empire than his father. At Level 4 there will be an explicit attempt to deal with other factors and the issue of John's errors of judgement, for example the arbitrary treatment of the powerful house of Lusignan, which gave Philip the opportunity to deprive John, the murder of Arthur and the unaccountable retreat to England. At Level 5 there will be an attempt to evaluate the stated factor in terms of other causes.</p> |

A4 From Black Death to Great Revolt: England, 1348-81

| Question Number | Question |
|-----------------|--|
| Q.7 | <p>How significant was the Black Death in bringing about the decline in population in the second half of the fourteenth century?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on assessing the causes of the demographic collapse of the fourteenth century. Candidates are likely to be aware of the course and impact of plague. Reaching Dorset ports in June 1348 it had spread to most areas of the country by December 1349. Further outbreaks occurred in 1361-62, particularly affecting children, and in 1369 and 1379. Clearly the mortality rates varied from place to place and amongst different social groups; weavers and priests appear to have been particularly affected. A simple descriptive outline of these developments is unlikely to go beyond Level 2. Those who begin to offer a real causal analysis linking plague to some assessment of overall population loss will access Level 3. At Level 4 there will be an explicit attempt to deal with both the issue of plague and of other factors such as climate change and over-population, but this may be very unbalanced. There may be comments on the assarts of the thirteenth century and the consequent soil exhaustion of new lands contributing to famine. At Level 5 there will be some attempt at a balanced evaluation.</p> |

| Question Number | Question |
|-----------------|---|
| Q.8 | <p>How far do you agree that the Poll Tax of 1380 was merely the trigger rather than the fundamental cause of the Peasants' Revolt of 1381?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on assessing the causes of the Peasants Revolt. Candidates are likely to be well acquainted with the events of the risings in Essex and Kent and know of the famous leaders, Wat Tyler, Jack Straw and John Ball. Others may appreciate the scale of the disturbances beyond these two counties, notably risings in St Albans, Bury St Edmunds and Yorkshire.</p> <p>A simple descriptive outline of these developments is unlikely to go beyond Level 2. Those who begin to offer a real causal analysis linking the impact of the third and most burdensome poll tax to the revolt will access Level 3. At Level 4 there will be an explicit attempt to deal with both the issue of the poll tax as a trigger but setting it in the context of wider discontents associated with the Statute of Labourers and wage rates and the issue of villeinage. Some may raise the issue of military setbacks in France and the consequent unpopularity of the royal government. At Level 5 there will be a clear attempt to set the revolt in a broader appreciation of the post-pandemic social crisis.</p> |

A5 Anglo-French Rivalry: Henry V and Henry VI, 1413-53

| Question Number | Question |
|-----------------|---|
| Q.9 | <p>How far was the overwhelming English victory at Agincourt the result of the military incompetence of the French army on that day?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on assessing the causes of the staggering English victory on 25th October 1415, when approximately 6,000 defeated an army many times as great, inflicting massive casualties of thousands for very limited loss. The campaign appeared to be heading for disaster when the disease-ravaged English force was trapped by a hugely superior French army north of the Somme, as Henry struggled to regain the safety of Calais after taking Harfleur. A simple descriptive outline of developments such as these is unlikely to go beyond Level 2. Those who begin to offer a causal analysis will access Level 3. This may focus on other factors such as the generalship of Henry, the professional skills of the English bowmen, weather and ground conditions etc. At Level 4 there will be an explicit attempt to deal with the issue of military incompetence on the part of the French commanders, possibly picking up on the phrase ‘on that day’, by arguing that the French had achieved a strong position by the 24th and it was only the handling of men on the battlefield itself that demonstrates incompetence. Candidates could comment on the poor French command system, the failure to make use of their cross-bowmen and the chaotic charge in very adverse conditions of French heavy infantry. At Level 5 there will be some attempt to evaluate the stated factor in terms of other issues.</p> |

| Question Number | Question |
|-----------------|---|
| Q.10 | <p>How far were the events of 1435 the turning point in the English struggle to preserve the inheritance of Henry V in France?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on assessing the impact of two crucial developments in 1435: the death of the Regent, John, Duke of Bedford, in September and the reconciliation of the Duke of Burgundy with Charles VII a week later in the Treaty of Arras. Candidates will probably be able to set these events in the general pattern of the conflict from the Treaty of Troyes and Henry V’s death, the impact of the Maid and the siege of Orleans, the desperate English rearguard defence of Normandy in the 1440s and the final defeat and French capture of Guyenne in 1453. A simple descriptive outline of developments such as these is unlikely to go beyond Level 2. Those who begin to offer an analysis of the significance of 1435 for the eventual English defeat will access Level 3 even if there is only limited analysis of the significance of one of the two developments in 1435. Those who do address the importance of John, Duke of Bedford and the Burgundian alliance will gain Level 4. Those who begin to evaluate these events in terms of other issues, such as the impact of Joan, or attempt to compare the two in terms of their long-term significance will access Level 5.</p> |

A6 The Wars of the Roses in England, 1455-85

| Question Number | Question |
|-----------------|---|
| Q.11 | <p>How far was the outbreak of civil war in 1455 a direct result of Henry VI's inadequacies as a King?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the causes of the Wars of the Roses. Candidates may offer a narrative of events leading to the First Battle of St Albans, possibly pointing to the small scale of the conflict with only 60 dead. Candidates may then turn to the clashes late in the year in the south west associated with the Courteney-Bonville rivalry and/or the emergence of the second protectorate of York. A simple descriptive outline of developments such as these is unlikely to go beyond Level 2. At Level 3 candidates will begin to address the issue of causation, but there may be considerable passages of narrative. At Level 4 narrative will be subordinate to a clear causal focus on the issue of Henry VI as an inadequate king. This may of course extend from issues of personality to consideration of royal penury. There should be some awareness of the failure to control local disputes such as those between Percy and Neville in the North, Bonville and Courtenay in the South West, Mowbray and De la Pole in the East and Vernon and Gresley in the Midlands. At Level 5 there should be some attempt to weigh the issue of Henry, possibly balancing questions of personality and financial weakness which arose only partially from the King's personal behaviour.</p> |

| Question Number | Question |
|-----------------|---|
| Q.12 | <p>To what extent did Edward IV restore royal authority in the years 1471-83?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on assessing the degree to which Edward had enhanced the standing and power of the monarchy during his second reign. Candidates are likely to be aware of some of the salient events following the downfall of Warwick and the Readeption; the reconciliation with Clarence and the division of the vast Neville patrimony between him and Richard, the build up of trusted associates like Hastings in the Midlands and Gloucester in the North, the invasion of France in 1475, the curbing and then breaking of Clarence, the regaining of Berwick etc. A simple descriptive outline of developments such as these is unlikely to go beyond Level 2. At Level 3 candidates will begin to address the issue of the restoration of royal power but there may be considerable passages of narrative. At Level 4 narrative will be subordinate to appreciation of the restoration of royal authority probably with some explicit recognition of the problems faced by monarchy before 1471 in terms of the inadequate control of the nobility and the management of local quarrels and the financial problems of the crown. At Level 5 there will be some evaluation of the degree of Edward's success weighing his undoubted successes such as the increase in royal revenue, the regaining of Berwick, against potential errors such as the creation of a huge power base for Gloucester, as in the North.</p> |

A7 The Reign of Henry VII, 1485-1509

| Question Number | Question |
|-----------------|--|
| Q.13 | <p>How far was Henry VII's personal supervision of financial administration the key to his financial success?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the explanation of the considerable success of Henry Tudor in boosting royal revenue between 1485 and 1509. Royal revenue had probably increased from around £50,000 pa in 1485 to nearly £120,000 by the end of the reign. The increase was composed of many elements, but the two most important were royal receipts from land, which increased dramatically from around £12,000 in 1485 to £40,000 at the time of the King's death, and customs revenue which grew from £32,000 to £42,000. Many other smaller items contributed, notably the profits from wardship leaping from an insubstantial £343 in 1491 to £6,163 in 1507. It is not expected that many candidates will offer this degree of detail, but an awareness of the degree of financial success and its origins is expected. A simple descriptive outline of these developments is unlikely to go beyond Level 2.</p> <p>An attempt to offer a causal analysis in terms other than the stated factor will reach Level 3. This will probably focus on the improvement in trade and the increase in the quantity of land held directly by the crown. At Level 4 there will be a real attempt to tackle the issue of 'personal supervision' explaining the shift in control and accounting from the Exchequer to the Chamber, into which the revenue paid increased from an annual average of £17,000 in 1487-89 to £10,5000 in the years 1502-05. At Level 5 this will be set against other factors and the attempt at an evaluative judgement made.</p> |

| Question Number | Question |
|-----------------|---|
| Q.14 | <p>How far were Henry VII's relations with foreign powers determined by his dynastic insecurity?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on explaining the motives behind Henry's relations with foreign powers, notably Spain, France, Burgundy and Scotland. Candidates are likely to be aware of the Treaties of Medina del Campo, Etaples, the Intercursus Magnus and Treaty of Windsor with Burgundy and the Treaty of Ayrton with Scotland. A simple descriptive outline of these developments is unlikely to go beyond Level 2. At Level 3 there will be a real attempt to assess Henry's motive, although the issue of dynastic insecurity may attract little coverage, with a focus instead on trade or prestige or the French threat to Brittany etc. At Level 4 there will be a real attempt to relate dynastic insecurity as a motive with reference to the various clauses in treaties which debarred the signatories from aiding rebels and dynastic pretenders to Henry's throne. At Level 5 there will be an attempt to form an evaluative judgement addressing the stated factor and placing it in broader context.</p> |

Unit 1: Option B
Power, Belief and Conflict in Early Modern Europe

B1 Luther, Lutheranism and the German Reformation, 1517-55

| Question Number | Question |
|-----------------|---|
| Q.1 | <p>Why were the weaknesses of the early sixteenth-century Church so deeply resented in Germany in 1517?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The focus of the question is on the extent of the weaknesses in the organisation and practice of the early sixteenth-century Church, and the reasons why they generated particular resentment in Germany. Candidates can address the nature of German society, the extent of urbanisation and literacy, and the influence of both mysticism and humanism in highlighting the weaknesses displayed by the Church and the clergy. They can also consider the political structure of Germany, which allowed the Church to exercise particular influence and to exploit the German clergy and laity in terms of both offices and taxation. Responses at Level 1 and Level 2 will be characterised by limited range/depth and lack of clear focus on the question. Responses at Level 3 will begin to address causation but may still include significant descriptive or narrative passages. At Level 4 candidates will offer reasonable range/depth of accurate material, and will address the reasons for resentment, establishing some explicit causal links. However, no response can be exhaustive. Those who can address ‘so deeply’ and offer some evaluation of why Germany was particularly affected by issues such as corruption, the scale of abuses or the extent of exploitation or link them within a wider context will access Level 5.</p> |

| Question Number | Question |
|-----------------|--|
| Q.2 | <p>To what extent did the failure of Charles V to restore Catholic authority in Germany arise from circumstances beyond his control?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the extent to which Charles V was responsible for the failure to restore the authority of the Church in Germany. Candidates can support the given statement by reference to the structure of the Empire and the role of the Princes, the attitude of different Popes, the size and distractions of his possessions, the threat from the Turks, the difficulties created by France, and the role of particular individuals such as Frederick the Wise and Maurice of Saxony. It can be challenged by reference to Charles’s own priorities, his pursuit of Habsburg interests, events such as the Sack of Rome, his treatment of Ferdinand, his misjudgements after Muhlberg and his military weakness in the last years of his reign. Responses at Level 1 and Level 2 are likely to offer simple description of events or situations relating to Charles’s failure, and progression will be based on relevance and range of accurate material. At Level 3 candidates will begin to focus clearly on the issue of his failure and to suggest some reasons for it, but there may well be significant passages of descriptive or narrative material. At Level 4 candidates will offer reasonable range/depth of accurate material, and will address arguments both for and against the stated view to some degree. However, no response can be exhaustive, and there is likely to be some imbalance between the arguments. Those who can develop alternative arguments in a broadly balanced response will access Level 5, while the best may attempt to compare and evaluate them, or link them into an overall judgement.</p> |

B2 Meeting the Challenge? The Catholic Reformation, c1540-1600

| Question Number | Question |
|-----------------|--|
| Q.3 | <p>How significant were the decisions made by the Council of Trent in shaping the development of the Counter-Reformation Church?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the significance of the Council of Trent in shaping the nature and development of the Catholic Church to 1600. It can be argued that the decisions made by the Council served to reinforce traditional doctrines and papal authority and that this led to an authoritarian Church controlled by the Papacy and ready to launch an aggressive counter-attack against heresy. Candidates can support this argument by describing the decrees of the Council and tracing the conservative reaction led by Carafa (later Pope Paul IV) and by the Roman Inquisition, the later development of the Jesuits and the role of Rome in the religious conflicts of the late sixteenth century. It can also be argued that the reaction had started before 1545, after the failure of the Regensburg Colloquy, with the attack on reformers in Italy and the dispersal of moderates like Pole, Contarini and Peter Martyr. In this context the Council can be considered to have reflected rather than caused a changing perspective in the Church. Alternatively, it can be argued that the later development of the Church was affected by the way that the decisions of the Council were applied by later leaders and influenced by events at the time, suggesting that the outcome of the Council was not crucial in shaping development. Simple description or narrative of events will be marked within Levels 1 and 2, depending on range/depth of relevant material. At Level 3 candidates will begin to argue in relation to the significance of the Council's decisions by considering impact and outcomes, but may well include significant descriptive or narrative passages. Responses at Level 4 will clearly address the issue of significance, and may begin to consider conflicting arguments. However, the response will lack balance. Candidates who can offer conflicting arguments within a broadly balanced response will access Level 5, while the best responses may well attempt an evaluation or offer an overall judgement of significance.</p> |

| Question Number | Question |
|-----------------|---|
| Q.4 | <p>How far was the attack on heresy by Catholic rulers in the second half of the sixteenth century influenced by their political ambitions rather than their religious convictions?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The focus of the question is the Catholic counter-attack of the late sixteenth century, and the extent to which its driving force was political or religious. The attack on heresy and reassertion of authority was carried out by Papal leaders and advisers, the Inquisition and controllers of the Index, and by religious orders such as the Jesuits, who can be shown to have acted on the basis of religious conviction. Similarly, individuals like Pole and Mary I in England were clearly religiously motivated, as were the priests who tried to support beleaguered English Catholics in the reign of Elizabeth. Hence the claim in the question can be challenged. However, in many cases the religious affiliations of leading Catholic rulers and supporters, such as the Emperor Ferdinand in Germany, Philip II of Spain and the Catholic League in France coincided with political advantage and the desire to assert political authority in key areas such as England, the Netherlands, France and Germany. The role of dynastic rivalries was also significant. Simple description or narrative of events will be marked within Levels 1 and 2, depending on range/depth of relevant material. At Level 3 candidates will begin to argue in favour of religion or political ambition but may well include significant descriptive or narrative passages. Responses at Level 4 will clearly address the issue of motivation, and begin to consider conflicting arguments. However, the arguments are likely to be imbalanced. Candidates who can offer conflicting arguments within a broadly balanced response will access Level 5, while the best responses may well attempt an evaluation or offer an overall judgement concerning the motives of various Catholic rulers.</p> |

B3 The Revolt of the Netherlands, 1559-1609

| Question Number | Question |
|-----------------|--|
| Q.5 | <p>To what extent was revolt in the Netherlands caused by the actions and attitudes of Philip II?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the causes of the revolt and the relative significance of Philip II as a causal factor. Candidates can consider his personality and attitudes, his Spanish background and upbringing, his religious convictions and the political misjudgements that he made to argue that Philip as an individual was a significant factor in causing the revolt. However, they can also consider the wider political and religious context, the role and actions of other individuals such as Granvelle and Alva, and the interaction of both Spanish and Dutch interests with those of England and France, to argue that Philip was only one of many factors responsible for the rebellion. Simple description or narrative of events will be marked within Levels 1 and 2, depending on range/depth of relevant material. At Level 3 candidates will begin to focus on the causes of the revolt and the role of Philip, but may well include significant descriptive or narrative passages. Responses at Level 4 will clearly address Philip's actions and attitudes as the stated factor, and may well begin to consider other factors, but the arguments will lack balance. Candidates who explain the roles of both Philip and other factors within a reasonably balanced response will access Level 5, while the best responses may well attempt an evaluation of relative importance or offer an overall judgement based on their interaction.</p> |

| Question Number | Question |
|-----------------|---|
| Q.6 | <p>How far do you agree that the crucial factor in enabling the United Provinces finally to secure their independence was the leadership provided by Maurice of Nassau in the years 1590-1609?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the reasons for the success of the Dutch Revolt, and the relative significance of the leadership provided by Maurice in its later stages. The appointment of Maurice and his cousin William as Stadtholders in 1587 gave the provinces a new military leadership, able to exploit Spanish difficulties and ultimately lead the United Provinces to a victorious peace in 1609. However, candidates can also challenge the given statement by considering other factors such as Spanish errors and distractions, Anglo-French interests and intervention, economic factors, the arrival of exiles from the south, and the leadership/skills of other individuals such as Oldenbarneveltdt. Simple description or narrative of events will be marked within Levels 1 and 2, depending on range/depth of relevant material. At Level 3 candidates will begin to focus on the reasons why the United Provinces were able to secure independence from Spain, but may well include significant descriptive or narrative passages. Responses at Level 4 will clearly address the role of Maurice as the stated factor, and begin to challenge the statement by considering other factors, but the arguments will lack balance. Candidates who explain the roles of both Maurice and other factors within a reasonably balanced response will access Level 5, while the best responses may well attempt an evaluation of relative importance or offer an overall judgement based on their interaction.</p> |

B4 The European Witchcraze, c1580-c1650

| Question Number | Question |
|-----------------|--|
| Q.7 | <p>To what extent were social and economic pressures responsible for triggering the persecution of witches in late sixteenth and early seventeenth-century Europe?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the causes and nature of witchcraft in the late sixteenth century and on the reasons for the fears and persecution that resulted from it. 'Wise women' had long been known and tolerated in villages and towns across Europe, and it was social and economic disruption, arising to a considerable extent from population increase, that created local conflicts and led to both the practice and persecution of witchcraft. There is considerable evidence that witchcraft was practised, often with psychosomatic effects and therefore belief in its effectiveness, by the poor and the powerless, who were often also elderly, single women. At the same time the influence of religious conflict, the nature of Protestant ideas with their emphasis on personal belief, the direct presence of God (and therefore of the devil) and the inevitability of sin, as well as the Catholic concern with heresy and secret conventicles, also encouraged religious persecution of all kinds. Candidates can therefore both support and challenge the claims made in the question. Simple description or narrative of events will be marked within Levels 1 and 2, depending on range/depth of relevant material. At Level 3 candidates will begin to address the stated factor, either by supporting or challenging its significance, but the response may well include descriptive or narrative passages. Responses at Level 4 will clearly address the role of social and economic pressures and begin to consider conflicting arguments. However, the arguments are likely to be imbalanced. Candidates who can offer conflicting arguments within a broadly balanced response will access Level 5, while the best responses may well attempt an evaluation or offer an overall judgement concerning the reasons for the witchcraft craze.</p> |

| Question Number | Question |
|-----------------|--|
| Q.8 | <p>To what extent is the incidence of witchcraft trials across Europe in the years 1580-1650 explained by particular situations and individuals?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question has a wide focus, which allows candidates to examine general patterns of persecution, and to select local and individual examples with which to address the question. Evidence of increasing persecution across the continent allows the influence of individuals to be challenged, and it can be argued that patterns were general and consistent. However, it is also clear that the incidence of witchcraft, and of the persecution of witches, increased under certain conditions, such as economic pressure, social upheaval, war and religious conflict. There is also evidence that key individuals could spark a witchcraft craze or initiate persecution, as James VI did in Scotland and Matthew Hopkins did in Civil War England. It is therefore possible to support the claims that there was a general pattern, and to highlight particular incidents to suggest the influence of particular problems and individuals, enabling candidates to consider the role and extent of both. Those who simply describe situations and events will be marked within Levels 1 and 2, depending on the range/depth of relevant material offered. At Level 3 candidates will address the role of particular individuals and situations, but the response may well include significant passages of descriptive or narrative material. At Level 4 candidates will begin to address 'to what extent' by considering both particular and general patterns, but responses at this level are likely to lack balance. Those who can offer conflicting arguments within a broadly balanced response will access Level 5, while the best responses are likely to offer an evaluation or overall judgement based on interaction.</p> |

B5 Conflict and Conquest in Ireland, 1598-1692

| Question Number | Question |
|-----------------|---|
| Q.9 | <p>How seriously was English control of Ireland threatened by the Tyrone Rebellion? (30)</p> |
| | <p>Indicative Content</p> <p>The focus of the question is the extent to which the Tyrone rebellion actually threatened English control in Ireland in the years 1598-1603. The rebellion forced Elizabeth to deploy an army in Ireland at a time when England was already at war with Spain, and Tyrone's forces held out against the English until the surrender and exile of the Earls in 1603. English defeats, costs, the failure of Essex and the real possibility that the Irish would be supported by Spanish forces suggests that the rebellion was a serious challenge to English authority. At the same time, Spanish distractions elsewhere suggest that O'Neill's hopes of their support in any substantial form may well have been wishful thinking, and the change in English fortunes that followed the appointment of Mountjoy in place of Essex suggests that the main source of English weakness had been poor leadership. Candidates can therefore offer conflicting arguments to address 'how seriously'. Those who simply describe situations and events will be marked within Levels 1 and 2, depending on the range/depth of relevant material offered. At Level 3 candidates will address the threat to English control, but the response may well include significant passages of descriptive or narrative material. At Level 4 candidates will begin to consider 'how seriously' by offering conflicting arguments, but responses at this level are likely to lack balance. Those who can examine the nature and seriousness of the threat by offering conflicting arguments within a broadly balanced response will access Level 5, while the best responses are likely to offer an evaluation or overall judgement drawn from both.</p> |

| Question Number | Question |
|-----------------|---|
| Q.10 | <p>How far do you agree that the Ulster Rebellion of 1641 had disastrous consequences for the entire Irish population in the years to 1660? (30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the impact of the 1641 rebellion and the negative effects on the Irish that ensued in the following decades. Although the rebels claimed to be acting in the name of the king, the attack on Protestant settlers and the exaggerated reports that they generated served to inflame English opinion and confirm Puritan fears and prejudices about both Catholic and Irish attitudes and actions. The result was the re-conquest of Ireland by Cromwell's forces in 1649-51, followed by a land settlement that deprived the native population of their lands and holdings and reduced them to the role of tenants and labourers at best. The given statement can be supported by explanation of these events. It can be challenged, however, by focus on the word 'entire' and by considering the relative significance of the rebellion. Despite bad press, Cromwell's actions at Drogheda and Wexford were concerned only with those under arms, and recent research by Irish historians has discredited claims of any massacre of civilians. It can be argued that the military campaigns of the Civil War and Interregnum were significantly less brutal than the damage inflicted on the population by Mountjoy a generation earlier. It can also be argued that the removal of the Irish from their lands had begun in the reign of James I and continued throughout the century, and that the rebellion of 1641 was the result rather than the cause of the process. Candidates who simply describe situations and events will be marked within Levels 1 and 2, depending on the range/depth of relevant material offered. At Level 3 candidates will address the impact and consequences of the rebellion, but the response may well include significant passages of descriptive or narrative material. At Level 4 candidates will begin to consider its effects by offering conflicting arguments, but responses at this level are likely to lack balance. Those who can begin to address the significance of the rebellion within a broadly balanced response will access Level 5, while the best responses are likely to offer an evaluation or overall judgement drawn from conflicting arguments.</p> |

B6 The Thirty Years War and its Impact on Continental Europe, 1618-60

| Question Number | Question |
|-----------------|--|
| Q.11 | <p>How far do you agree that the Thirty Years War was primarily a dynastic conflict? (30)</p> |
| | <p>Indicative Content</p> <p>Although the question can be addressed by consideration of the causes of the war, candidates can also focus on the nature of the conflict of 1618-48. Reference can be made to the nature of Habsburg power in Germany, the Bohemian election and the Habsburg response, the roles of France and Spain, and those of lesser powers like England, Denmark, Sweden and Brandenburg to show how dynastic rivalries and ambitions both initiated and fuelled the conflict. On the other hand, the context of religious division in Germany, the nature of Habsburg power, the role and attitude of the churches, and the religious affiliations of the main participants suggest that religious issues had a significant impact on events. Reference can also be made to the treatment of conquered areas and their inhabitants to support this view. Candidates do not need to address events after 1648, but can be rewarded if they use such material in a way that is relevant to the nature of the conflict. Those who simply describe situations and events will be marked within Levels 1 and 2, depending on the range/depth of relevant material offered. At Level 3 candidates will address the nature and/or causes of the conflict, but the response may well include significant passages of descriptive or narrative material. At Level 4 candidates will begin to consider conflicting arguments, but responses at this level are likely to lack balance. Those who can begin to address the significance of both dynastic considerations and other issues such as religion within a broadly balanced response will access Level 5, while the best responses are likely to offer an evaluation or overall judgement drawn from conflicting arguments.</p> |

| Question Number | Question |
|-----------------|---|
| Q.12 | <p>How far is it accurate to describe the Thirty Years War as a war without victors? (30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the impact of the Thirty Years War and its effects on the participants, willing and unwilling. Candidates can consider the impact of the war on the different German states, and argue that the disruption and destruction caused by the fighting outweighed any individual gains that could be made. Reference can be made to the interventions of Denmark and Sweden to show how little was achieved in the long term. They can also consider the exhaustion of Spain and the Austrian Habsburgs, and the failure to resolve religious conflicts to the satisfaction of any of the churches. In opposition to this it can be argued that some participants - the Netherlands, Brandenburg and France for example - were able to resolve old conflicts and/or lay the foundations of future success, although it can also be emphasised that their greatest gains were not established at Westphalia and required further developments to come to fruition. Those who simply describe situations and events will be marked within Levels 1 and 2, depending on the range/depth of relevant material offered. At Level 3 candidates will address the outcomes and impact of the war, but the response may well include significant passages of descriptive or narrative material. At Level 4 candidates will begin to consider conflicting arguments, but responses at this level are likely to lack balance. Those who can begin to address the extent to which any of the participants could be considered 'victory' within a broadly balanced response will access Level 5, while the best responses are likely to offer an evaluation or overall judgement drawn from conflicting arguments.</p> |

B7 Crown, Conflict and Revolution in England, 1660-89

| Question Number | Question |
|-----------------|--|
| Q.13 | <p>To what extent were the policies adopted by Charles II in the years 1667-78 dominated by his desire ‘never to go on his travels again’?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the attitudes and choices made by Charles II during the middle period of his twenty-five year reign, and the extent to which he was influenced by the desire to keep his throne. Candidates can, for example, use his acceptance of the Restoration settlement, perceived willingness to work with parliaments, failure to support key ministers, withdrawal of the Declaration of Indulgence, relations with France, and handling of the early stages of the Popish Plot to show a willingness to put political survival before anything else. Alternatively, reference may be made to his personality and lifestyle to suggest that indolence rather than fear dictated his actions. However, it can also be argued that Charles’s decisions were shaped by political acumen, and an understanding that his father and brother conspicuously lacked, as to the nature of kingship and political management. His abandonment of Clarendon allowed him to pursue policies of his own, and the old man’s fall came primarily because he offended the king himself. His secret treaty with Louis XIV, ability to build up a Church and King majority under Danby, and recognition of political reality in 1678 all suggest that he could play a weak political hand with patience and skill. Candidates who simply describe situations and events will be marked within Levels 1 and 2, depending on the range/depth of relevant material offered. At Level 3 candidates will address the nature of Charles’s aims and policies, but the response may well include significant passages of descriptive or narrative material. At Level 4 candidates will begin to consider conflicting arguments, but responses at this level are likely to lack balance. Those who can begin to address the extent to which Charles’s actions and policies were motivated by the desire to keep his throne within a broadly balanced response will access Level 5, while the best responses are likely to offer an evaluation or overall judgement drawn from conflicting arguments.</p> |

| Question Number | Question |
|-----------------|---|
| Q.14 | <p>How far do you agree that the main cause of the revolution in 1688 was the birth of James II’s son?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the causes of the so-called ‘Glorious Revolution’ and the significance of the birth of a son in provoking James’s opponents to take action. It can be argued that the event was no more than a trigger, and reference can be made to underlying conflicts, James’s high-handed actions, the extent to which he alienated key factions and individuals (especially the Anglican leaders), popular fear of Catholicism, and the European context and ambitions of William of Orange to explain the events of 1688-89. It can also be argued, however, that these problems had existed for some time, that fear of upheaval acted as a powerful restraining factor, and that the birth of James’s son was of crucial importance because it offered the prospect of a line of catholic monarchs and the one commodity that James lacked in pursuing his aims - time. In evaluating these arguments, candidates may wish to differentiate between the possibility of a revolution and the nature of ‘the revolution in 1688’, and arguments of this kind would access high levels. Those who simply describe situations and events will be marked within Levels 1 and 2, depending on the range/depth of relevant material offered. At Level 3 candidates will address the causes of the revolution, but the response may well include significant passages of descriptive or narrative material. At Level 4 candidates will begin to consider conflicting arguments about the significance of different factors, but responses at this level are likely to lack balance. Those who can begin to address the extent to which the birth of a son was responsible for the revolution within a broadly balanced response will access Level 5, while the best responses are likely to offer an evaluation or overall judgement based on the significance or interaction of different factors.</p> |

Unit 1: Option C
The British Empire: Colonisation and Decolonisation

C1 The Origins of the British Empire, c1680-1763

| Question Number | Question |
|-----------------|--|
| Q.1 | <p>To what extent were trading companies responsible for the growth of the British Empire in the years c1680-c1740?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The focus of this question is on the impact of trading companies in the early stages of the development of the British Empire. The question also requires an understanding of the relative importance of those companies. Candidates should have some knowledge of the East India, Royal Africa and South Sea Companies, although they are unlikely to have equal knowledge about all three. Relevant alternative factors to consider include: the role of government, the contribution of early settlers and the role of the major commercial cities, such as Bristol and Liverpool. A response which provides a broadly accurate narrative of developments should be marked at Level 2, although implicit or partial links to ‘responsible for the growth’ of Empire suggest Level 3. At Level 4, candidates should be aware of, and know something about, other factors and use these in a broadly analytical and relevant answer. At Level 5, the focus of the question will be directly addressed and candidates will explicitly understand the relative importance of the trading companies.</p> |

| Question Number | Question |
|-----------------|---|
| Q.2 | <p>How far do you agree that the growth of the British Empire to 1763 was dependent on the rapid development of the slave trade?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The focus of this question is on reasons for the growth of the British Empire with special reference to the contribution of the slave trade. The question requires consideration of other factors, such as government commercial policy, the role of the trading companies and military conflict. Candidates should be aware that the slave trade was more important to some areas of the world than others. Candidates should know about how the trade was organised in order to promote growth and could exemplify from the role of cities such as London, Bristol and Liverpool. A response which provides a broadly accurate narrative of the slave trade or of an alternative factor should be marked at Level 2, although implicit or partial links to dependence for imperial expansion suggest Level 3. At Level 4, candidates should be aware of, and know something about, other factors and use these in a broadly analytical and relevant answer, although balance between these factors is not required at this level. At Level 5, the focus of the question will be directly addressed and candidates will explicitly debate the relative importance of the factor identified in the quotation by well selected material on a range of factors.</p> |

C2 Relations with the American Colonies and the War of Independence, c1740-89

| Question Number | Question |
|-----------------|--|
| Q.3 | <p>How accurate is it to describe relations between the Mother Country and the American colonies as peaceful and harmonious in the years 1740-63?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The focus of this question concerns the nature of the relationship between Britain and its American colonies. This relationship can be interpreted as extending to Canada and the Caribbean but concentration on the 13 American eastern seaboard colonies is acceptable. The question requires judgement on extent of peace and harmony. Candidates may wish to comment on the strains of war for the relationship during most of this period (Wars of Austrian Succession and Seven Years War) and the need to defend colonies against French and/or Spanish attack. They may also be aware, however, that the British government was less directive in this period than they were after 1763, although specific knowledge of the later period is not required. They may have knowledge of the significance of the Albany Conference of colonial delegates in 1754 and of the potential for conflict. A response which provides a broadly accurate narrative of the British/colonial relationship should be marked at Level 2, although implicit or partial links to the need for debate on the proposition suggest Level 3. At Level 4, candidates should be aware that the quotation is open to challenge and will offer at least some riders in the way of accepting the quotation at face value. At Level 5, the focus of the question will be directly addressed and candidates will explicitly debate the extent to which relations were indeed peaceful and harmonious.</p> |

| Question Number | Question |
|-----------------|---|
| Q.4 | <p>How important was foreign intervention to the American colonies' achievement of independence by 1783?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The focus of this question is on the importance of foreign intervention for the outcome of the War of Independence. As such, it requires an understanding of the relative importance of that intervention. Candidates should have some knowledge of other factors such as American knowledge of terrain; British logistical and supply problems; differential morale; reluctance of the Americans to engage in open war and, perhaps, the fact that there was no foreign intervention of consequence until 1783. A response which provides a broadly accurate narrative of the war should be marked at Level 2, although implicit or partial links to the importance of foreign intervention suggest Level 3. At Level 4, candidates should be aware of, and know something about, other factors and use these in a broadly analytical and relevant answer. At Level 5, the focus of the question will be directly addressed and candidates will explicitly understand the relative importance of foreign intervention.</p> |

C3 The Slave Trade, Slavery and the Anti-Slavery Campaigns, c1760-1833

| Question Number | Question |
|-----------------|--|
| Q.5 | <p>Why did Britain's involvement in the slave trade grow so rapidly in the last forty years of the eighteenth century?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The focus of this question is on reasons for the growing importance of the slave trade. Candidates should have some knowledge of the structure and the expansion of the trade and stronger candidates will link this to economic developments. The link between the slave trade and economic expansion, especially in the New World, is very strong. Candidates in this answer should focus on economic rather than humanitarian issues. The focus also needs to be clearly related to the latter part of the eighteenth century. This was the period of most sustained expansion. A response which provides a broadly accurate narrative of the trade should be marked at Level 2, although implicit or partial links to the rapidity of growth suggest Level 3. At Level 4, candidates should be aware of, and know something about, the rate of expansion and use these in a broadly analytical and relevant answer targeted on the causes of expansion. At Level 5, the focus of the question will be directly addressed and candidates will explicitly understand the causal factors within a predominantly economic framework.</p> |

| Question Number | Question |
|-----------------|---|
| Q.6 | <p>How important was William Wilberforce to the campaign to abolish British participation in the slave trade?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The focus of this question is on the role of one key individual in the anti-slave trade campaign. It also requires some understanding of the relative importance of Wilberforce. Candidates should have knowledge of his career and should be able to explain why, as an MP and friend of the younger Pitt, he had influence. It is also relevant to mention his strong evangelical links. In assessing importance, good candidates will need to consider other factors, including other individuals, the nature of political pressure, the growth of humanitarian sentiment related to the reformation of manners etc. A response which provides a broadly accurate narrative of Wilberforce's career should be marked at Level 2, although implicit or partial links to his importance within this specific campaign suggest Level 3. At Level 4, candidates should be aware of, and know something about, other key factors in the campaign and will use these insights in a broadly analytical and relevant answer. At Level 5, the focus of the question will be directly addressed and candidates will explicitly understand the nature and relative importance of William Wilberforce to the campaign.</p> |

C4 Commerce and Conquest: India, c1760-c1835

| Question Number | Question |
|-----------------|--|
| Q.7 | <p>Why did the British government increasingly regulate the East India Company in the years c1770-1813?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The focus of this question is on reasons for the growing superintendence of Indian affairs by the British government. Candidates should have some knowledge of the structure and organisation of the East India Company and of its central position as the agent of British power and commercial influence in the sub-continent. Candidates should focus on the growing importance of overseas trade to Britain's burgeoning economy and also on reasons why the Company was giving cause for increasing concern - on grounds of its dubious efficiency in some areas, its relative independence and the scandals which attended parts of its organisation and administration. It is also relevant to mention Britain's growing awareness of what having a large, if in many respects informal, empire entailed in terms of supervision, regulation and presence. A response which provides a broadly accurate narrative of the Company and some knowledge of regulation/scrutiny should be marked at Level 2, although implicit or partial links to why that scrutiny was put in place suggest Level 3. At Level 4, candidates should be aware of, and know something about, the reasons for growing scrutiny and regulation and use these in a broadly analytical and relevant answer targeted on the causes of intervention. At Level 5, the focus of the question will be directly addressed and candidates will explicitly understand the causal factors. Here the focus may well be on British governmental supervision/regulation rather than on details of EIC administration.</p> |

| Question Number | Question |
|-----------------|---|
| Q.8 | <p>How important was Lord Cornwallis' contribution to the development of British rule in India?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The focus of this question is on the role of one key individual in the development of India. It requires assessment of importance in the wider context of British administration in India. Candidates should have knowledge of his career as the first Governor General, for example: increasing the powers of that office; suspension of the Board of Revenue for irregular activity; reorganisation of administration, separating commercial and political interests; reserving top jobs for European civil servants; legal reforms, including some more humanitarian developments. A response which provides a broadly accurate narrative of Cornwallis's career as Governor General should be marked at Level 2, although implicit or partial links to his wider importance suggest Level 3. At Level 4, candidates should be aware of, and know something about, the broad objectives of Cornwallis's changes and will use their knowledge in a broadly analytical and relevant answer. At Level 5, the focus of the question will be directly addressed and candidates will explicitly understand the nature and importance of Cornwallis to British rule in India.</p> |

C5 Commerce and Imperial Expansion, c1815-70

| Question Number | Question |
|-----------------|--|
| Q.9 | <p>Assess the significance of the Industrial Revolution in the development of the British Empire in the period c1815-70.</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The focus of this question is on the significance of one key factor occurring within Britain to imperial developments more generally. The question requires some consideration of the relative importance of the Industrial Revolution. Candidates should have knowledge of the importance of manufactured goods to the early stages of the Industrial Revolution and of how the supply of cheap raw materials was critical to the maintenance of competitiveness. On this basis, the close links between colonial acquisition - and also more 'informal' commercial influence - should be made apparent. It is also relevant to mention the export of British technical expertise to the colonies, not least in the expansion of railways. A response which provides a broadly accurate narrative of the Industrial Revolution in relation to colonial raw materials and, perhaps, cheap labour should be marked at Level 2, although implicit or partial links to the symbiotic relationship between Industrial Revolution and Empire suggest Level 3. At Level 4, candidates should be aware of, and know something about, the nature of the relationship and will use their knowledge in a broadly analytical and relevant answer to assess significance as required. At Level 5, the focus of the question will be directly addressed and candidates will explicitly understand the nature and importance of the relationship between industrial requirements and the acquisition and development of an empire.</p> |

| Question Number | Question |
|-----------------|--|
| Q.10 | <p>How far do you agree that Christian missionary activity was vital to the development of the British Empire in Africa and the Caribbean in the period c1815-70?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The focus of this question is on the importance of a key factor in the imperial 'mission' of the 19th century. As such, it requires an understanding of the relative importance of missionary work within that broader context. The geographical focus is broadly on the 'black' Empire. Candidates should have some knowledge of the work of the missionaries, perhaps with special concentration on one or two, especially, perhaps, David Livingstone. There are, of course, other factors involved in the British imperial 'mission' and candidates at the higher levels should have an awareness of the attitudes and values associated with Britain's development of an empire and make use of some of these: 'the white man's burden' in general; traditions of fair-play along with ensuring, at need, that 'the natives knew their place'; emphasis on order and good government; importing of European enlightenment practices and traditions etc. A response which provides a broadly accurate narrative of Christian missionary activity should be marked at Level 2, although implicit or partial links to the importance of that activity suggest Level 3. At Level 4, candidates should be aware of, and know something about, other factors in the imperial mission, while concentrating largely on the missionaries. This knowledge will be used in a broadly analytical and relevant answer. At Level 5, the focus of the question will be directly addressed and candidates will explicitly understand the relative importance of missionary activity.</p> |

C6 Britain and the Scramble for Africa, c1875-1914

| Question Number | Question |
|-----------------|--|
| Q.11 | <p>How important was the acquisition of Suez Canal shares to the development of the British Empire in the years to 1914?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The focus of this question is on the importance of a key development in British imperial history. As such, it requires an understanding of the importance of a specific development within a broader context. At the higher levels, candidates are likely to concentrate on significance. Candidates should have some knowledge of importance of the canal as a trade route - but also as a potential risk to Britain from French expansion. The importance of the canal led on to greater imperial activity in North Africa, notably by sending troops there in 1882 during a civil war in Egypt. Some candidates will also see direct British investment in the canal as the harbinger of much more extensive imperial developments in Africa, and thus as a crucial turning point in British imperial history. It is, of course, possible to see this initiative in less dramatic terms, but at the higher levels candidates must be expected to use their judgement on why the development was significant. A response which provides a broadly accurate narrative account of the acquisition, perhaps moving on to the 1880s, should be marked at Level 2, although implicit or partial links to the importance of the purchase suggest Level 3. At Level 4, candidates should be aware of, and know something about, overall significance within the imperial context, while concentrating largely on the Canal. This knowledge will be used in a broadly analytical and relevant answer. At Level 5, the focus of the question will be directly addressed and candidates will explicitly understand the significance of this development.</p> |

| Question Number | Question |
|-----------------|--|
| Q.12 | <p>To what extent was the Second Boer War (1899-1902) a triumph for British imperial power?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The focus of this question is on the significance for Britain's imperial status of the Second Boer War. The question requires consideration of a range of issues, such as early British defeats; the problems involved in turning the tide; the length of the war against supposedly much weaker opponents; the problems of recruiting enough fit soldiers to fight, with the implication that, at its core, the British Empire was not healthy. Candidates may also wish to contrast apparent British weakness with rising German self-confidence. They should be aware of the main aspects and chronology of the war, but good candidates will use these aspects to reach a reasoned judgement on the extent to which 'triumph' is an appropriate judgement. A response which provides a broadly accurate narrative of the Second Boer War should be marked at Level 2, although implicit or partial links to the proposition for debate on 'triumph' suggest Level 3. At Level 4, candidates should be aware of, and know something about, the impact of the War on British prestige and imperial presence and use these in a broadly analytical and relevant answer, although balance related to judgement is not required at this level. At Level 5, the focus of the question will be directly addressed and candidates will explicitly debate the extent to which the War in the light of the revelation of British weaknesses, can be said to be a 'triumph'. The evidence admits of a range of different conclusions.</p> |

C7 Retreat from Empire: Decolonisation in Africa, c1957-81

| Question Number | Question |
|-----------------|--|
| Q.13 | To what extent did financial considerations influence Britain’s decision to dismantle its empire in Africa in the 1950s and 1960s? (30) |
| | Indicative Content |
| | The focus of this question is on the reasons for the retreat from Empire in Africa. Candidates may wish to provide a broader context - including the large decolonizing example of India in 1947 - but such knowledge is not required. Candidates should however, have knowledge of: the increasing cost of maintaining a large empire; the implications for a growing number of British politicians of the loss of ‘great-power status’; increasing criticisms of imperialism as an ‘idea’ or way of ruling peoples without their overt consent and, sometimes, participation. Good candidates are likely to concentrate on the way in which individual, and sometimes cautious, moves combined to increase the impetus for decolonisation. Candidates should also know of the growth of nationalist movements in many African states, and they may concentrate on Kenya. A response which provides a broadly accurate narrative account of the move towards decolonisation in Africa should be marked at Level 2, although implicit or partial links to causation suggest Level 3. At Level 4, candidates should be aware of, and know something about, the key motivating factors and assess the overall significance of financial considerations within the context of decolonisation, although the answer may lack balance. Knowledge will be used in a broadly analytical and relevant answer. At Level 5, the focus of the question will be directly addressed and candidates will explicitly explain why British politicians increasingly grasped the decolonisation nettle. |

| Question Number | Question |
|-----------------|--|
| Q.14 | How far do you agree that the retreat from Empire in Africa was achieved in an orderly and controlled manner? (30) |
| | Indicative Content |
| | The focus of this question is on the nature of Britain’s retreat from Empire in Africa. The statement is an extreme one and is likely to encourage some very engaged answers. It is important to reward appropriately selected information in support of a reasoned argument on a controversial proposition. The question requires candidates to reach an overall judgement but they are likely to illustrate it with specific examples. Was independence in Kenya achieved in an orderly manner, for example? What might candidates make of white supremacist attempts to resist black majority rule in Southern Rhodesia in the 1960s and 1970s? Candidates should be aware of the key stages of the ‘retreat’ and should concentrate on how it was managed. A response which provides a broadly accurate narrative of the retreat should be marked at Level 2, although implicit or partial links to the proposition for debate on ‘orderly’ or ‘controlled’ suggest Level 3. At Level 4, candidates should be aware of, and know something about, the ways in which the retreat happened, or was managed, and use this in a broadly analytical and relevant answer, although balance related to judgement is not required at this level. At Level 5, the focus of the question will be directly addressed and candidates will explicitly debate the view, while reached a reasoned conclusion with consideration of factors supporting, and challenging, ‘orderly’ and ‘controlled’. |

Unit 1: Option D**A World Divided: Communism and Democracy in the 20th Century****D1 Crises, Tensions and Political Divisions in China, 1900-49**

| Question Number | Question |
|-----------------|--|
| Q.1 | How far do you agree that the Qing Dynasty fell mainly because of the humiliation of China at the hands of foreigners? (30) |
| | Indicative Content |
| | The question is focused on the causes of the revolution of 1911-12. In October 1911 an uprising took place in Wuchang followed by widespread uprisings and mutinies elsewhere. Control of Nanjing was lost and Sun Yat-sen returned. In February 1912 the last Manchu Emperor, still an infant, abdicated. A simple outline of events such as these is unlikely to go beyond Level 2. Those who begin to offer a causal analysis will access Level 3 although this may address other causes than the stated one. There may be mention of the social and economic dislocation caused by flooding in 1910-11, the lack of effective leadership at court with an infant Emperor, the spate of hasty reforms pressed upon the state since 1905 and the growing influence of Western ideas. At Level 4 there will be an explicit attempt to deal with the stated factor and candidates may set this in the context of the repeated humiliation of China in the nineteenth century. In particular there may be reference to the defeat at the hands of Japan in 1895. Candidates should refer to the crushing of the Boxer rising and possibly the brief boycott of US goods in 1905, following discontents with US policy towards Chinese citizens. The immediate cause of the risings in 1911 can be linked to the disputes over railway ownership and jealousy of foreign control. At Level 5 there will be some attempt to evaluate the stated factor setting it in the broader context of other issues. |

| Question Number | Question |
|-----------------|--|
| Q.2 | How far was the Communist victory in the Civil War of 1946-49 a result of military mistakes committed by Chiang Kai-shek? (30) |
| | Indicative Content |
| | The question is focused on the causes of the Communist victory in the Civil War, which raged throughout China in the years 1946-49. A simple outline of these events is unlikely to go beyond Level 2. Those who begin to offer a causal analysis will access Level 3 although this may address other causes than the stated one. This may involve a focus on Russian aid to the Communists, the military skills of Lin Biao, the support of the peasant masses, the alienation of the middle classes due to rampant inflation etc. At Level 4 there will be an explicit attempt to deal with the stated factor. This may focus on his commitment to the defence of Manchuria, where his support was weakest, his over-controlling approach to his subordinates and the disastrous decision to fight a major conflict in unfavourable circumstances at Xuzhou in January 1949. At Level 5 there will be some attempt to evaluate the stated factor setting it in a broader context, possibly relating Chiang's mistakes to the effective penetration of his HQ by Communist spies. |

D2 Mao's China, 1949-76

| Question Number | Question |
|-----------------|---|
| Q.3 | How far did the position of women improve in China in the years 1949-65? (30) |
| | Indicative Content |
| | The question is focused on an assessment of the changing status of women in Communist China. Candidates may start with a general survey of the position of women in 1949, referring to the widespread practices of arranged marriages, the dominance of the groom's mother over the wife, the insecurity of property rights, the difficulties of divorce for women etc. A simple outline of these conditions is unlikely to go beyond Level 2. Those who begin to offer some consideration of the changes of these years, probably with a focus on the new Marriage Law of 1950, will access Level 3. At Level 4 there will be an explicit attempt to assess the radical nature of the changes as opposed to simply describing them. At Level 5 there will be some attempt to evaluate the changes by some comment on the limitations of the impact in such a vast and diverse country. An example of this might be comment on the prohibition of concubinage, but this did not prevent the Chairman himself having a bevy of female attendants whose services were often sexual. |

| Question Number | Question |
|-----------------|--|
| Q.4 | How far did the Cultural Revolution of 1966-69 arise from a personal power struggle amongst the ruling elite? (30) |
| | Indicative Content |
| | The question is focused on the causes of the Cultural Revolution in its most violent and dramatic phase. Candidates are likely to know of the events leading to its onset between February and August of 1966 and of the subsequent behaviour of red guards, the persecution of many including Liu Shaoqi and Deng Xiaoping. A simple outline of these events is unlikely to go beyond Level 2. Those who begin to offer a causal analysis will access Level 3 although this may address other causes than the stated one. This may involve consideration of the motives for popular involvement and popular xenophobia and/or a focus on ideological divisions. At Level 4 there will be an explicit attempt to deal with the stated factor, probably with a focus on Mao and his determination not to be marginalised or suffer the fate of Khrushchev. At Level 5 there will be some attempt to evaluate the stated factor, setting it in a broader context, and the elite may be broadened out to include Mao's allies and their motives, eg Kang Sheng, Chen Boda, Lin Biao and of course Jiang Qing. |

D3 Russia in Revolution, 1881-1924: From Autocracy to Dictatorship

| Question Number | Question |
|-----------------|--|
| Q.5 | <p>How far was the First World War the main cause of the fall of the Romanovs in February 1917?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the causes of the first revolution of 1917. A simple outline of events between 1881 and 1917 is unlikely to go beyond Level 2. Those who begin to offer a causal analysis will access Level 3, although this may largely ignore the war at this level, concentrating instead on the personal deficiencies of Nicholas and the influence of Alexandra and Rasputin. At Level 4 there will be an explicit attempt to deal with the impact of the war in weakening the monarchy, both by associating the Tsar directly with responsibility for defeat after his assumption of direct command of the army in 1915 and by analysing the social and economic dislocation and its consequences. There is likely to be extensive focus on food shortages, inflation, deficiencies in the transport system etc. At Level 5 there will be some attempt to evaluate the impact of war, possibly attempting to focus on 1914 and the standing of the monarchy then, compared to 1917.</p> |

| Question Number | Question |
|-----------------|---|
| Q.6 | <p>How far do you agree that the Bolsheviks won the Civil War of 1918-21 because they controlled more people and had access to more weapons?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the causes of the Bolshevik victory in the Civil War. A simple outline of the events of the fighting is unlikely to go beyond Level 2. Those who begin to offer a causal analysis will access Level 3, although this may largely ignore the stated factors at this level, concentrating instead on the personal attributes of Lenin and Trotsky, the divisions and problems faced by the Whites, the advantage enjoyed by the Reds of interior lines of communication, the half-hearted assistance from the intervening powers etc. At Level 4 there will be an explicit attempt to deal with the two stated factors with a clear appreciation of the massive imbalance in the populations under Red and White control and the consequent imbalance in the size of the armies put into the field by both sides. Most of the arms dumps from the First World War were in areas held by the Bolsheviks and again this gave them a considerable advantage. At Level 5 there will be some attempt to evaluate these stated factors, possibly attempting to analyse the methods used to mobilise and utilise the population advantage. This would involve consideration of matters such as propaganda and the brutal methods of conscription and discipline employed to keep the Red Army in the field.</p> |

D4 Stalin's Russia, 1924-53

| Question Number | Question |
|-----------------|--|
| Q.7 | <p>How far does Stalin's position as General Secretary explain his success in defeating his rivals in the years 1924-29?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the causes of Stalin's triumph from the death of Lenin to his clear emergence as the new vozhd by 1929. The struggle against Trotsky 1923-25, against Zinoviev and Kamenev in 1925, against the United Opposition in 1926 and finally against Bukharin and Tomsy in 1927-28 will all probably gain consideration. A simple outline of these events is unlikely to go beyond Level 2. Those who begin to offer a causal analysis will access Level 3 although this may address other causes than the stated one. This could involve a consideration of personalities and policy clashes. At Level 4 there will be an explicit attempt to deal with the stated factor, appreciating the power of the position in terms of access to information, setting agendas and most importantly the power of patronage, giving Stalin a vital influence on the local secretariats and through them control of Party Congress. At Level 5 there will be some attempt to evaluate the stated factor, setting it against other issues, possibly stressing Stalin's pragmatism in policy and his networking ability, itself much aided by his position as GENSEC.</p> |

| Question Number | Question |
|-----------------|---|
| Q.8 | <p>How far did the priorities of the three Five-Year Plans change in the years 1929-41?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the changing nature of the three plans. The first clearly had an emphasis on heavy industry and the creation of the basic conditions for industrial development. Magnitogorsk might be said to symbolise it. The second plan, with greater realism, addressed the need for more consumer goods and greater incentives, although there was an increasing change to rearmament after 1936. The final pre-war plan was almost wholly geared to the creation of a war economy. A simple outline of one of these is unlikely to go beyond Level 2. Those who begin to offer a comparative analysis will access Level 3. At Level 4 there will be an explicit attempt to deal with all three plans and appreciate the considerable differences in emphasis. At Level 5 there will be some attempt to evaluate the degree of differences with clear address to the shifts in policy priorities.</p> |

D5 Pursuing Life and Liberty: Equality in the USA, 1945-68

| Question Number | Question |
|-----------------|--|
| Q.9 | <p>How far is it accurate to describe black Americans as second class citizens in the years 1945-55?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the position of black citizens in the USA in the decade after the ending of the war. A simple outline of events in these years is unlikely to go beyond Level 2. Those who begin to offer an analysis of either the social, political or economic position of black citizens in terms of the phrase ‘second class citizens’ will access Level 3. At Level 4 there will be an explicit attempt to deal with all three aspects in terms of the disadvantages implied in the key phrase. There may, however, be much more focus on one, such as the effective disenfranchisement of many blacks throughout the South by complex registration procedures or educational hurdles. At Level 5 there will be some attempt to evaluate by reference to geographical differences, probably appreciating that whilst political discrimination was in most ways less overt in the north, social and economic deprivation did exist. There may at this level be some awareness of the changes in these years such as the ending of segregation in the armed forces in July 1948 and the 1954 Supreme Court decision in Brown versus Board of Education of Topeka. Others may point to the incipient black middle class.</p> |

| Question Number | Question |
|-----------------|---|
| Q.10 | <p>How far is it accurate to say that the Black Power movements of the 1960s achieved nothing for black Americans?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on assessing the impact of the ‘Black Power’ movements in the second half of the 1960s. A simple outline of the individuals associated with it such as Stokely Carmichael, Malcolm X and Eldridge Cleaver is unlikely to go beyond Level 2. Those who begin to offer an analysis of the impact of the Student Non Violent Coordinating Committee, the Black Panthers and/or the Black Muslims will access Level 3. At Level 4 there will be an explicit attempt to argue a case either for some positive outcomes, such as the 1968 legislation as arising partly from black militancy, or negative ones - that it weakened the Civil Rights movement by dividing it and producing a white backlash. At Level 5 there will be some attempt to evaluate by setting positive and negative outcomes in a wide context, possibly addressing difficult issues such as black self-esteem.</p> |

D6 Ideology, Conflict and Retreat: the USA in Asia, 1950-73

| Question Number | Question |
|-----------------|---|
| Q.11 | How far was the Korean War a military and political success for the USA? (30) |
| | Indicative Content |
| | The question is focused on the outcome of the Korean War for the USA. A simple outline of the events of the war may be offered with an account of the North Korean attack in June 1950, the holding of the Pusan Box, the Inchon landings and the near destruction of the North Korean forces, the Chinese intervention and its initial dramatic advance and eventual stalling and the subsequent stalemate is unlikely to go beyond Level 2. Those who begin to offer an analysis in terms of either military or political success will access Level 3. At Level 4 there will be an explicit attempt to deal with the issue of both political and military success or failure. The examples of military success are likely to be the defeat of the initial North Korean attack and the eventual holding of the Chinese after inflicting vast casualties on them. Political success may turn on the effective defence and creation of an independent ROK, the involvement of the UN, the deterring of both the USSR and China from further aggression and the use of the war to push through a massive rearmament programme which Congress may not have accepted if not for the war. At Level 5 there will be some attempt to evaluate the success setting it against cost and failures, such as the death toll and the undoubted prestige that the new Communist China won in the war. |

| Question Number | Question |
|-----------------|---|
| Q.12 | How important was the Tet Offensive of 1968 in changing US policy in Vietnam? (30) |
| | Indicative Content |
| | The question is focused on the impact of the Tet offensive on US policy in Vietnam. The Viet Cong launched a coordinated series of assaults on all major towns and cities in South Vietnam, beginning in January 1968, gaining temporary control of many high profile sites such as the presidential palace and the grounds of the US embassy. Eventually defeated with massive losses on the part of the Viet Cong and North Vietnamese, it had taken the US by surprise. A simple outline of events such as these in 1968 is unlikely to go beyond Level 2. Those who begin to offer an analysis of the impact will access Level 3 although this may at this level be mixed with considerable narrative. At Level 4 there will be an explicit attempt to deal with the Tet offensive changing US policy. There is likely to be reference to Walter Cronkite and the effects of the offensive in undermining the claims of Westmoreland that the US was winning the war. The boost to opposition in Congress and on the streets is likely to figure, as is the decision of Johnson to stand down. At Level 5 there will be some attempt to evaluate the stated factor setting it against other issues, such as the already growing protest movement and congressional concern at escalating costs. |

D7 Politics, Presidency and Society in the USA, 1968-2001

| Question Number | Question |
|-----------------|---|
| Q.13 | How far did race relations improve in the USA in the years 1968-2001? (30) |
| | Indicative Content |
| | The question is focused on the task of the assessment of changing race relations over the last three decades of the twentieth century. A simple outline of relevant events, such as the increasing Hispanic immigration or reference to successful black individuals or the Los Angeles riots of 1992 over Rodney King, is unlikely to go beyond Level 2. Those who begin to offer an analysis will access Level 3, although this may be partial and one-sided. At Level 4 there will be an explicit attempt to deal with examples of improvement such as the growing black middle class and the arrival of a black supreme court justice in Clarence Thomas. The massive increase in black elected officials in the south is also likely to figure with reference to black occupancy of the mayoralities in many important cities. At Level 5 there will be some attempt to evaluate progress, setting clear advances against contrary indications such as the Rodney King riots and the continuing differential levels in terms of affluence and unemployment. Some may even refer to the heightened tensions between blacks and hispanics in some areas. |

| Question Number | Question |
|-----------------|---|
| Q.14 | Why in the 1980s did moral and religious issues gain such importance in US politics? (30) |
| | Indicative Content |
| | The question is focused on the changing battleground of US politics. A simple outline of salient events from the election of Reagan to that of Clinton in 1992 is unlikely to go beyond Level 2. Those who begin to offer an analysis of the areas of debate and conflict will access Level 3, although this may be interspersed with sections of straight-forward political narrative. At Level 4 there will be an explicit attempt to deal with the growing concern with issues such as abortion, gun control, aids, homosexuality, the teaching of creationism etc. Candidates are likely to address the rise of the religious right and the growing importance of control of the Supreme Court in determining the outcome of conflict over social issues. At Level 5 there will be some attempt to evaluate the relative significance of the factors influential in determining political priorities. |

Unit 1: Option E/F
The Expansion and Challenge of Nationalism

E1/F1 The Road to Unification: Italy, c1815-70

| Question Number | Question |
|-----------------|---|
| Q.1 | <p>How far do you agree that the greatest obstacle to the growth of nationalism in Italy in the years 1815-70 was the influence of the Catholic Church?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The focus of the question is on the part played by Catholic attitudes and institutions, in particular the Papacy, in holding back the process of unification across the period. Candidates can address the impact of a conservative Church as a barrier to nationalist ideas, especially among the peasantry, as well as the more specific interventions of Pius IX in 1848 and after. To challenge the claim made in the statement, they can consider the hopes raised by the apparently liberal Pope in 1846-47, and the schemes for a Federal Italy based on Papal leadership, which helped to spread nationalist ideas. Alternatively, they can consider the significance of Catholic resistance against other obstacles such as the Vienna Settlement, the influence of Austria, provincial and regional loyalties and the conflicting aims of revolutionary groups and societies. Those who simply describe situations and events will be marked within Levels 1 and 2, depending on the range/depth of relevant material offered. At Level 3 candidates will address obstacles to unification, but the response may well include significant passages of descriptive or narrative material. At Level 4 candidates will begin to consider conflicting arguments about the significance of the Church and other factors, but responses at this level are likely to lack balance. Those who can begin to address the extent to which the influence of the Church delayed unification within a broadly balanced response will access Level 5, while the best responses are likely to offer an evaluation or overall judgement based on the significance or interaction of different factors.</p> |

| Question Number | Question |
|-----------------|--|
| Q.2 | <p>Did the legacy of the 1848 revolutions play a major part in the eventual unification of Italy? Explain your answer.</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the significance of the ‘year of revolutions’ in the process by which Italy was eventually unified. Although conservative rulers were able to regain power by 1849, the legacy of revolution in Piedmont and the lessons learned across the peninsula laid the basis for further development and the successful strategies adopted by Cavour in 1859-61. Candidates could consider the impact of 1848 on nationalist feeling, the role of the Church, the legacy of popular support, the emergence of Piedmont and the roles of Cavour and Garibaldi as factors in achieving unification. Simple assertions and irrelevant material should be awarded Level 1, while a wholly narrative or descriptive response will be marked within Level 2. A narrative response with links to the question can take a response into Level 3. Candidates who are able to comment on the positive legacy of 1848 and the lessons learned from failure as contributing to unification should be awarded marks at the top of the level. Responses at Level 4 should focus explicitly on significance and a secure Level 4 response will consider both the impact of 1848 and the significance of later events to offer conflicting arguments. However, responses at this level will lack balance. Those who can offer conflicting arguments within a broadly balanced response will access Level 5, while the best responses may well attempt to evaluate or integrate conflicting arguments into an overall judgement.</p> |

E2/F2 The Unification of Germany, 1848-90

| Question Number | Question |
|-----------------|--|
| Q.3 | To what extent did economic factors drive the process of unification in Germany in the years 1848-66? (30) |
| | <p>Indicative Content</p> <p>The question is focused on the causes of unification and the role of different factors in the process. Candidates can consider the economic benefits that were offered by a unified state and the extent to which this was foreshadowed by the experience of the Zollverein in both Prussia and other German states. Those who are aware of developments before 1848 in this area can make reference to such material, but it cannot be a requirement at any level. Most will refer to the rapid development of the Prussian economy after 1848 and the enthusiasm for further unification thereby created. They may also refer to the remaining barriers to trade created by varying standards, weights and measures etc. to show why further unification would be beneficial. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the role of economic and/or other factors, but responses at this level are likely to include substantial passages of descriptive or narrative material. Candidates can challenge these arguments and address ‘to what extent’ by considering a wider range of factors, such as German nationalist sentiment, political rivalries (especially but not only between Prussia and Austria) and the role of individuals such as Bismarck. At Level 4 they will demonstrate this by presenting alternative arguments, but these will not be developed to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address ‘to what extent’, presenting conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p> |

| Question Number | Question |
|-----------------|---|
| Q.4 | To what extent was the Kulturkampf a political misjudgement by Bismarck? (30) |
| | <p>Indicative Content</p> <p>The question is focused on Bismarck’s attempt to create cultural unity by attacking the political and cultural role of the Catholic Church and its supporters in southern and western Germany. Candidates who simply describe these events are likely to be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will begin to address the outcomes of the Kulturkampf and to consider, at least implicitly, their political impact. However, responses at this level are likely to include substantial passages of narrative or descriptive material. At Level 4 candidates will begin to consider both the negative effects of the Kulturkampf (political disunity, the strengthening of the Centre Party, Bismarck’s public reversal of policy) and the possible benefits that he derived through his alliance with the Liberals, consolidation of Prussian values and manipulation of the political crisis of 1878-9. However, responses at this level are likely to lack balance, and some links will remain implicit only. At Level 5 candidates will explicitly address ‘to what extent’ by presenting conflicting arguments within a broadly balanced response, and the best may well attempt to evaluate or integrate them into an overall judgement.</p> |

E3/F3 The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896-1943

| Question Number | Question |
|-----------------|--|
| Q.5 | How far was the collapse of the Liberal state in Italy caused by the First World War? (30) |
| | Indicative Content |
| | The question is focused on the reasons for the collapse of the Liberal State in 1922-23 and the role played in this process by both long and short-term factors. Candidates can consider the underlying weaknesses of the Liberal system, as demonstrated in the years immediately before the First World War. It is therefore relevant for them to refer to events before the War as contributing to this situation, but for credit at high levels (Levels 4 and 5) their relevance to the collapse of the Liberal state must be made explicit. They should also consider the impact and effects of the war, the ‘mutilated victory’ and the social/economic disruption caused during and after the war itself, to address the role of short term factors in general and the war in particular. The reaction of Liberal politicians to these problems, including the attempt to make the system more democratic, is also relevant. They may refer to the role of individuals such as Mussolini, but they are not required to do so. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the causes of collapse, but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the role of the war by addressing both long and short-term factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address ‘how far’, by presenting conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement. |

| Question Number | Question |
|-----------------|---|
| Q.6 | How far was Mussolini’s control of Italy in the years 1925-43 dependent on the use of terror? (30) |
| | Indicative Content |
| | The focus of the question is on the means used by Mussolini to maintain control of Italy after establishing his dictatorship in 1925, and the role of terror within them. The specified dates do allow candidates to draw on the establishment of dictatorial powers in 1925, but good responses will address a reasonably wide chronological range within them. Candidates can consider the apparatus and application of terror, the use of intimidation, and the role of both State and Party to establish the use of terror as a means of control. They can also challenge the argument by addressing the limits of terror, and/or the role of other factors such as propaganda, success and Mussolini’s character and personality. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the use of terror as a means of control and/or other methods, but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the role of terror by addressing its limits and/or other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address ‘how far’, by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement. |

E4/F4 Republicanism, Civil War and Francoism in Spain, 1931-75

| Question Number | Question |
|-----------------|--|
| Q.7 | <p>How far do you agree that the failure of the Republicans in Spain in the years 1936-39 was almost entirely the result of foreign attitudes and intervention?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the defeat of the Republicans in the Spanish Civil War, and the reasons for their failure. Candidates can consider the role of Italy and Germany in supporting Franco as direct 'foreign intervention' and the attitudes demonstrated in the supposedly 'neutral' stance of Britain and France, which worked to the detriment of the Republican cause. The statement, however, that failure was 'almost entirely' the result of these factors allows a counter-argument to be developed on the basis of considering the extent of Spanish support for Franco and the internal dissension among the Republicans. In this context the attitudes and intervention of Stalin's Russia can also be considered, and interpreted as challenging the statement and/or supporting it because the support offered was limited, disruptive, and damaging in the context of international rivalries. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the reasons for failure, but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the role of foreign intervention and attitudes and the influence of other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering a range of factors to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement.</p> |

| Question Number | Question |
|-----------------|---|
| Q.8 | <p>How far did Franco's regime depend on the use of terror in the years 1945-75?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the means by which the Francoist regime maintained control of Spain until his death, and the role of terror within it. Candidates can demonstrate the use of terror by considering the treatment of Republicans and the continuing brutality used towards left-wing opposition in the years after the Second World War, as well as the apparatus of repression, censorship, the role of the secret police and of the fascist Falange within the regime. These arguments can be challenged by addressing the limits of terror, the use of propaganda, the role of the Church, economic advance and, at the end of the period, the reconciliation with the monarchy. Simple description or narrative of events should be marked within Levels 1 and 2 according to the range/depth of relevant material. At Level 3 candidates will address the use of terror as a means of control and/or other methods, but responses at this level are likely to include substantial passages of descriptive or narrative material. At Level 4 they will begin to consider the role of terror by addressing its limits and/or other factors, but these will not be considered to an equal extent, and there may still be some narrative or descriptive passages. Responses at Level 5 will clearly address 'how far', by considering a range of methods used to establish conflicting arguments in a broadly balanced response, while the best may attempt to evaluate or integrate them into an overall judgement of the role of terror.</p> |

E5/F5 Germany Divided and Reunited, 1945-91

| Question Number | Question |
|-----------------|--|
| Q.9 | To what extent was the contrasting development of East and West Germany in the years 1945-61 a result of external influence? (30) |
| | Indicative Content |
| | The focus of the question is on the role and impact of external influences, especially the intervention by Russia and America, on the creation and early development of the two 'Germanys'. Candidates can consider the role of Stalin and the emergence of Cold War hostilities in 1945-49 as factors in defining the two regimes, and the impact of both American and Russian economic policies as well as diplomacy in shaping the development of the two states to 1961. They may also consider the role of German parties and politicians, including, but not only, the Communist party, in both the establishment and development of the two states, as well as underlying cultural, economic and geographical factors, in arguing against the importance of external factors. Candidates cannot be required to refer to events and situations before 1945, but may be rewarded for relevant knowledge of this kind. Those who show an awareness of interaction, for example between diplomatic relations and economic factors, or between German and European politics, should be rewarded by high marks within the appropriate level. Simple description or a purely narrative response should be marked within Levels 1 and 2 according to range/depth of relevant material. At Level 3 candidates will address external influence and/or other factors shaping development, but responses at this level will contain substantial passages of narrative or descriptive material. At Level 4 candidates will begin to address 'to what extent' by considering both external influence and other factors, but the arguments will not be equally developed and some links may remain implicit. Those who explicitly consider 'to what extent' by establishing conflicting arguments based on a range of factors will access Level 5, while the best responses may attempt to evaluate or integrate them into an overall judgement. |

| Question Number | Question |
|-----------------|--|
| Q.10 | How far does the emergence of Mikhail Gorbachev in Russia account for the fall of Honecker in 1989? (30) |
| | Indicative Content |
| | The question is focused on the collapse of the Communist regime in East Germany, and the role played by different factors in the process. Candidates should address the impact of Gorbachev and the policies of perestroika and glasnost on the role of Russia in Eastern Europe, and both his refusal to prop up the regime in Germany and the context of changes in neighbouring states can be made relevant. Simple description or a purely narrative response should be marked within Levels 1 and 2 according to range/depth of relevant material. The proposition can be challenged by considering the internal weaknesses that brought about collapse, especially the impact of economic problems, the role of the Party and police, and nationalist sentiment. Arguments may also include the influence of, and links with, West German society and politicians, as well as the impact of wider experience and travel in weakening the hold of government and party in the GDR. Candidates may be encouraged by the question to offer an assessment of relative importance. This can access high levels if fully developed, but the attempt can be rewarded by higher marks within any level. At Level 3 candidates will address external influence and/or other factors shaping development, but responses at this level will contain substantial passages of narrative or descriptive material. At Level 4 candidates will consider both external influence and other factors, but the arguments will not be equally developed and some links may remain implicit. Those who explicitly address 'how far' by establishing conflicting arguments based on a range of factors will access Level 5, while the best responses may attempt to evaluate or integrate them into an overall judgement. |

E6/F6 The Middle East, 1945-2001: The State of Israel and Arab Nationalism

| Question Number | Question |
|-----------------|---|
| Q.11 | <p>How far do you agree that it was the creation of the state of Israel that fuelled the growth of Arab nationalism in the years 1948-73?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The focus of the question is on the rise of Arab nationalism in the years to 1973, and on the role of Israel in contributing to it. Candidates may describe the creation of Israel, but the focus of a good response should be on its impact thereafter. The term ‘creation’ of the state draws focus away from later Israeli actions and policies, but candidates may well refer to these in demonstrating the impact of Israeli presence in the Middle East. Simple description or narrative of events should be marked within Levels 1 and 2 according to range/depth of relevant material. At Level 3 candidates will address the impact of Israel and the growth of Arab nationalism, but responses at this level are likely to include substantial passages of narrative or descriptive material. For higher levels the statement can be challenged by reference to other factors in the rise of Arab nationalism, including the impact and experience of war, the growth of literacy and contact with the west, economic needs and aspirations, and the role of individuals like Nasser. The statement can also be challenged by reference to longer term causes, although this cannot be required at any level. In addition the use of the term ‘fuelled’ allows for the integration of long-term factors. Responses at Level 4 will begin to consider ‘how far’ by examining the impact of a range of factors, including Israel, but responses at this level tend to lack balance. Those who can establish conflicting arguments within a broadly balanced response to demonstrate awareness of ‘how far’ will access Level 5, while the best responses may attempt to offer a balanced judgement based on evaluation or integration of different factors.</p> |

| Question Number | Question |
|-----------------|---|
| Q.12 | <p>To what extent did the Iranian Revolution of 1979 strengthen Islamic fundamentalism and the desire to remove Western influence from the Middle East?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the nature and development of Islamic fundamentalism after 1979, and the impact of events in Iran. Although the Iranians are not technically ‘Arab’, the events of 1979 saw the emergence of religious fundamentalism as a key force in the Middle East, but also fuelled the increasing conflict between Sunni and Shia factions. Candidates can examine the reasons for discontent and the rejection of the Shah’s vision of a modernised Iran, to explain the emergence of a more militant Islam and a theocratic regime, with a more militant rejection of Western influence. Alternatively, they can focus primarily on the influence and activities of the Iranian regime in the years that followed. Simple description or narrative of events should be marked within Levels 1 and 2 according to range/depth of relevant material. At Level 3 candidates will address the nature and/or impact of the Iranian Revolution, but responses at this level are likely to include substantial passages of narrative or descriptive material. Higher levels, however, require some consideration of how far these events increased fundamentalism and changed the nature of Arab nationalism by emphasising the role of religion as opposed to a desire for modernisation and/or rejection of imperialist influence. This also created internal conflicts and it can therefore be argued that the Iranian Revolution both strengthened and weakened fundamentalist influence, by increasing support but undermining unity. At Level 4 candidates will begin to address ‘to what extent’ by considering both positive and negative outcomes. However, no response can be exhaustive. Those who can develop alternative arguments within a broadly balanced response will access Level 5, while the best may attempt to evaluate or integrate conflicting arguments into an overall judgement.</p> |

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

| Question Number | Question |
|-----------------|--|
| Q.13 | <p>How far was the economic slump in Germany responsible for the remarkable rise in support for the Nazi Party in the years 1928-30?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the causes of the considerable rise in support for the NSDAP between the Reichstag election of May 1928, when the Nazis secured only 2.6% of the vote and 12 seats, and September 1930, when they secured 18.3% and 107 seats. A simple outline of events of these three years is unlikely to go beyond Level 2. At Level 3 candidates will begin to offer a causal analysis, although there may be substantial passages of narrative or descriptive material. This may address other causes than the stated factor, including Hitler's charismatic leadership, exposed widely for the first time in the campaign of 1929 over the Young Plan, the strength of the Nazi party machine, or the genius of Goebbels as propaganda director for the 1930 election. At Level 4 there will be an explicit attempt to address 'how far' dealing with the stated factor and with alternatives, but these will not be equally developed. For example, candidates could address the impact of the fall in agricultural prices inducing widespread rural misery from 1928 onwards, which brought immediate benefits to the Nazis and sparked their improved support, as well as the later impact of unemployment. At Level 5 candidates will clearly address 'how far' by setting the stated factor in the broader context of other issues to develop conflicting arguments. The better candidates may well appreciate the importance of the slump in producing a political crisis, which led via the fall of the Muller coalition to the election of 1930. The best responses may attempt to evaluate or integrate the role of different factors into an overall judgement.</p> |

| Question Number | Question |
|-----------------|---|
| Q.14 | <p>How accurate is it to say that the persecution of the Jews in Germany steadily intensified in the years 1933-42?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The question is focused on the process of the application of anti-Semitic policies in the Third Reich. A simple outline of events or situations in these years will be marked within Levels 1 and 2 according to range/depth of relevant material. Those who begin to offer an analysis that addresses the intensification of persecution in terms of 'steadily' will access Level 3. They are likely simply to demonstrate at this level the increasing nature of the persecution, for example from the initial one day boycott in April 1933 and the limited purge of Jewish government employees in that year, through the Nuremberg Laws of 1935, the increasing economic persecution of 1937-38, the launching of Kristallnacht in November 1938 to the evolution of the Final Solution in 1941-42. At this level there may well be substantial passages of narrative or descriptive material. At Level 4 there will be an explicit attempt to challenge the statement by dealing with 'steadily', possibly stressing the halting and almost haphazard evolution of policies under the influence of circumstances and the power and influence of particular individuals. This will address the idea of 'how accurate' but conflicting arguments will not be clearly and equally developed. At Level 5 there will be an explicit consideration of 'how accurate', probably by demonstrating both overall development and its varying and haphazard nature, while the best responses may well evaluate or integrate these arguments to offer an overall judgement.</p> |

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Unit 2: Generic Level Descriptors

Part (a)

Target: AO2a (8%)

(20 marks)

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

| Level | Mark | Descriptor |
|-------|-------|---|
| 1 | 1-5 | <p>Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-5 marks The qualities of Level 1 are securely displayed.</p> |
| 2 | 6-10 | <p>Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be noted, without application of its implications to the source content.</p> <p>Low Level 2: 6-7 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 8-10 marks The qualities of Level 2 are securely displayed.</p> |
| 3 | 11-15 | <p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced in terms of the issues addressed or in terms of the use of the sources.</p> <p>Low Level 3: 11-12 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 13-15 marks The qualities of Level 3 are securely displayed.</p> |
| 4 | 16-20 | <p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight the content they will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p>Low Level 4: 16-17 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 18-20 marks The qualities of Level 4 are securely displayed.</p> |

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

Part (b)

Target: AO1a & AO1b (10% - 24 marks) and AO2b (7% - 16 marks) (40 marks)

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

AO1a and AO1b (24 marks)

| Level | Mark | Descriptor |
|-------|-------|--|
| 1 | 1-6 | <p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements and candidates are very unlikely to attempt any integration between their own knowledge and the sources.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3-4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed.</p> |
| 2 | 7-12 | <p>Candidates will produce a series of statements supported by some mostly accurate and relevant factual material. The statements may be simplified. The analytical focus will be mostly implicit and there are likely to be only limited links between simple statements. Material is unlikely to be developed very far and the candidate is unlikely to attempt integration between own knowledge and the sources. Any summative judgement is likely to depend disproportionately on assertion.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9-10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed.</p> |
| 3 | 13-18 | <p>Candidates offer a response which relates to the focus of the question and which demonstrates at least implicit understanding of the key issues required to sustain a relevant judgement. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate, but it may lack depth and/or relevance in places. Integration between own knowledge and sources may be implicit or partial.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|---|-------|---|
| | | <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15-16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed.</p> |
| 4 | 19-24 | <p>Candidates offer a response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. Candidates are able to provide some integration between what they know and the evidence gleaned from the source material. The selection of material may lack balance in places.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21-22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed.</p> |

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

Note on Descriptors Relating to Communication

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

AO2b (16 marks)

| Level | Mark | Descriptor |
|-------|-------|--|
| 1 | 1-4 | <p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks The qualities of Level 1 are securely displayed.</p> |
| 2 | 5-8 | <p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question the sources will be used in the form of a summary of their information.</p> <p>Low Level 2: 5-6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-8 marks The qualities of Level 2 are securely displayed.</p> |
| 3 | 9-12 | <p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of both sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p>Low Level 3: 9-10 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 11-12 marks The qualities of Level 3 are securely displayed.</p> |
| 4 | 13-16 | <p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p>Low Level 4: 13-14 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 15-16 marks The qualities of Level 4 are securely displayed.</p> |

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

Unit 2 Assessment Grid

| Question Number | AO1a and b Marks | AO2a Marks | AO2b Marks | Total marks for question |
|--------------------|------------------|------------|------------|--------------------------|
| Q (a) | - | 20 | - | 20 |
| Q (b)(i) or (ii) | 24 | - | 16 | 40 |
| Total Marks | 24 | 20 | 16 | 60 |
| % weighting | 10% | 8% | 7% | 25% |

Unit 2: Option A
Early Modern British History: Crown and Authority

A1 Henry VIII: Authority, Nation and Religion, 1509-40

| Question Number | Question |
|-----------------|--|
| Q.1(a) | <p>Study Sources 1, 2 and 3. How far do these sources suggest that the smaller monasteries were dissolved in 1536 because of their corruption? Explain your answer, using the evidence of Sources 1, 2 and 3.</p> <p style="text-align: right;">(20)</p> |
| | <p>Indicative Content</p> <p>Candidates can draw information from Sources 1 and 2, taken at face value, to support the claim, and may infer from Source 3 that the monasteries had great wealth (and ‘profits’) to develop the point further. Links can be made between the sources - for example that Source 1 illustrates precisely the kind of behaviour referred to in Source 2. Candidates may also make inferences in order to give weight to the evidence - for example that the Pope’s licence in Source 1 suggests that there is institutionalised corruption, and that Maiden Bradley is not an isolated example. Candidates may also consider provenance to challenge the validity of the claims in these sources, since the authors of Sources 1 and 2 had links with government and were likely to try and justify the dissolution and, in Aske’s case, he was a supporter of the monasteries. Candidates can also point out that Source 3 highlights the government’s purpose by reference to the transfer of money and property to the King. However, they may point out that some of the activities listed by Aske were not incompatible with corruption, and do attest to the wealth of the abbeys. They may also argue that the situation in the north did not necessarily represent the whole country, and differed in places like Maiden Bradley. Evidence can therefore be found, using the sources in combination, both to support and challenge the claim and this should be addressed at Level 3 and fully considered at Level 4, using both the content and the nature of the sources to arrive at a reasoned judgement.</p> |

| Question Number | Question |
|-----------------|--|
| Q.1(b)(i) | <p>Use Sources 4, 5 and 6 and your own knowledge. Do you agree with the suggestion in Source 6 that Henry and Wolsey conducted an effective foreign policy in the years 1515-25? Explain your answer, using Sources 4, 5 and 6 and your own knowledge. (40)</p> |
| | <p>Indicative Content</p> <p>The question paraphrases Source 6, allowing candidates to utilise its content in their arguments. The source makes a claim the Henry and Wolsey ‘did well’, and also refers to the issues of finance and the context of Habsburg-Valois rivalry in which they had to act. Candidates can therefore use this to construct a supportive argument, backed by own knowledge of events such as the Treaty of London, the Field of the Cloth of Gold (Source 4), the negotiations of 1521-23 with both Francis and Charles, and the rescue of policy after Pavia in the Treaty of the More. Source 4 can be interpreted to show the status and honour achieved in European affairs, and Source 5 can be used to reinforce the point that all this was done despite limited resources, cross-referencing Sources 5 and 6.</p> <p>To challenge the claim candidates can utilise Sources 4 and 5 to argue that Henry and Wolsey over-stretched England’s resources to the point where they were unable to act effectively, and cross-reference to the opening sentence of Source 6 to support the point. Own knowledge can be used to draw out the waste of resources in Source 4 and the significance of the resistance shown in Source 5, and to demonstrate the results of the lack of resources in 1523-25. There is scope for reference to provenance here, given the authors of the source and their relationship with Wolsey, although contextual knowledge can be used to support the general reliability of the evidence contained in it. Drawing on contextual knowledge they can also point out that Habsburg-Valois rivalries offered opportunities as well as problems, and that the decisions made by Wolsey and Henry in 1521-25, the extent of bad faith that they demonstrated as well as their own waste of scarce resources, prevented them from seizing these opportunities effectively. At lower levels candidates are likely to offer simple or generalised claims, drawn from either the sources or own knowledge, and to set these out as separate claims with varying degrees of development. At Level 3 candidates will begin to analyse the key issues indicated in the question and to offer judgements based on both sources and own knowledge, attempting both to support and challenge the stated argument. At Level 4 they will be able to integrate evidence from sources and own knowledge to present some conflicting arguments relating to the key issues, and develop an overall conclusion.</p> |

| Question Number | Question |
|-----------------|--|
| Q.1(b)(ii) | <p>Use Sources 7 and 8 and your own knowledge. Do you accept the view expressed in Source 8 that the fall of Thomas Cromwell in 1540 was primarily the work of his enemies at Court? Explain your answer, using Sources 7 and 8 and your own knowledge. (40)</p> |
| | <p>Indicative Content</p> <p>The key issues raised in this question are the reasons for Cromwell's fall from power, and the role of court faction in bringing it about. At lower levels candidates are likely to offer simple or generalised claims, drawn from either the sources or own knowledge, and to set these out as separate claims with varying degrees of development. To challenge the claim they can point out that in Source 7 Cromwell was charged with heresy and betraying the king's wishes, and that these claims are supported in Source 8 by reference to a Protestant marriage and alliance, and to Cromwell's own religious views. Candidates can develop these points by reference to Cromwell's career and actions throughout the 1530s, as well as consideration of the Cleves marriage and its significance in the wider European context. Source 8 also indicates that these policies ran counter to the king's own religious preferences, which can again be developed by considering recent events such as the passing of the Six Articles. It could therefore be argued that Cromwell fell from power because of significant political and religious differences with the king.</p> <p>In support of the claim however, candidates can challenge the validity of the evidence in Source 7 by considering the nature of the Source - a document put together by his enemies and intended to justify his execution. There is also an indication of haste in the whole procedure and a question as to whether the charges would stand up to a trial. The reference to Cromwell's origins and attitude towards the nobility also hints at personal motives. These points are supported in Source 8 by the reference to Catherine Howard and her relationship to Norfolk, as well as the claim that the king's judgement was clouded. Candidates can draw on wider contextual knowledge of the situation to develop the argument that Cromwell's fall came primarily because his enemies were able to exploit certain errors of judgement and, for once, Henry was manipulated by faction. At Levels 3 and 4 candidates will attempt both to support and challenge these claims. At Level 3 they will begin to analyse the key issues indicated in the question and to offer judgements based on both sources and own knowledge. At Level 4 they will be able to integrate evidence from sources and own knowledge, to present some conflicting arguments relating to the key issues and develop an overall conclusion.</p> |

A2 Crown, Parliament and Authority in England, 1588-1629

| Question Number | Question |
|-----------------|--|
| Q.2(a) | <p>Study Sources 9, 10 and 11. How far do Sources 9, 10, and 11 suggest that the authority of Elizabeth’s government was seriously threatened in the last decade of her reign? Explain your answer, using the evidence of Sources 9, 10 and 11.</p> <p style="text-align: right;">(20)</p> |
| | <p>Indicative Content</p> <p>Sources 9 and 10 offer evidence of two threats to government authority, posed by the war with Spain and by popular unrest in England resulting from famine and heavy taxation (the ‘burdens laid upon them’). These can be treated separately as cumulative problems, but the issue of taxation in Source 9 can be cross-referenced with the claims in Source 10 that it was distributed unfairly and better responses can use this to emphasise the range of problems facing Elizabeth’s government. The provenance of Source 10 relates these costs to the war with Spain and the Catholic threat, while Source 9 develops the political implications of economic pressure and the underlying threat of the ‘sturdy beggars’ as agents of political unrest. Clearly, Hext feels that both the social hierarchy and the government are threatened, and this is reinforced by the fact that he is writing to Burghley. However, it can also be suggested that his fear is leading him to exaggerate the threat. Sources 9 and 10 also raise questions about the efficiency of government and the role of local officials. Source 11 emphasises the widespread popularity of the queen, and better candidates may well be able to bring out the nature of her authority, and the implication that she mothered and protected her people, to argue that neither she nor her authority were seriously at risk. This can be used directly to counter Source 9 and its threat of popular unrest. Candidates may query Dekker’s evidence as an individual opinion, perhaps written to demonstrate loyalty, but since it was written after her death, this seems unlikely. They can also cross-reference to Source 10 to demonstrate the distinction between local unrest and threats of riot at that level and the role of and attitudes towards the monarch. At lower levels candidates may well tend to take sources at face value and offer a limited range of separate arguments, but better responses will extend and link their points through interpretation and cross-reference. At Level 3 candidates will begin to address ‘how far’ and those at Level 4 will fully consider ‘how far’ the government was threatened, using both the content and the nature of the sources.</p> |

| Question Number | Question |
|-----------------|--|
| Q.2(b)(i) | <p>Use Sources 12 and 13 and your own knowledge. Do you agree with the view suggested in Source 12, that it was the outbreak of the Thirty Years War that made it impossible for James to achieve the aims of his foreign policy? Explain your answer, using Sources 12 and 13 and your own knowledge. (40)</p> |
| | <p>Indicative Content</p> <p>The sources contain evidence that can be used to support and challenge both aspects of the argument. Source 12 suggests that a Habsburg marriage was highly unlikely, and the emotive religious language used by More in Source 13 demonstrates the difficulty of acting as a mediator, thereby reinforcing the claim that James's ambitions were always unrealistic. However, the mood of MPs was clearly influenced by the Thirty Years War, shown in the references to the King's children as well as religious threats. Their anger and the reference to the costs of an army in the Palatinate show that neither peace-making nor effective intervention was possible for James once the war had started. These arguments can be developed by reference to wider knowledge. To suggest that James's ambitions were not impossible, candidates can demonstrate that James had kept England at peace since 1604 and that, through his friendship with the Spanish ambassador, he had been able to develop close relations with Spain before 1618, despite religious differences. This strategy was maintained until 1624 by efforts to arrange a marriage between Charles and the Infanta. Whether there was any real possibility of success is doubtful, but it was the actions of Charles and Buckingham that finally ruined the policy. Candidates can also develop and explain the impact of the Thirty Years War by reference to the defeat and expulsion of the Elector Palatine, Habsburg success in Germany and Bohemia, and the failure of the Mansfield expedition to show its effect on James's ambitions, addressing both religious and financial issues. At lower levels candidates are likely to offer simple or generalised claims, drawn from either the sources or own knowledge, and to set these out as separate claims with varying degrees of development. At Level 3 candidates will begin to analyse the key issues indicated in the question and to offer judgements based on both sources and own knowledge, attempting to support and challenge the stated argument. At Level 4 they will be able to integrate evidence from sources and own knowledge to present some conflicting arguments relating to the key issues, and develop an overall conclusion.</p> |

| Question Number | Question |
|-----------------|---|
| Q.2(b)(ii) | <p>Use Sources 14 and 15 and your own knowledge.</p> <p>Do you agree with the view that the character and attitudes of Charles I were the main cause of the breakdown of relations between King and Parliament in 1629? Explain your answer, using Sources 14 and 15 and your own knowledge. (40)</p> |
| | <p>Indicative Content</p> <p>Source 14, taken at face value, clearly presents the claim that parliament's behaviour had caused the dissolution of 1629, by MPs' attempts to extend their powers, criticise and scrutinise government and challenge the king's authority. Source 15 makes no specific reference to the events of 1629, but if the sources are cross-referenced its analysis of Charles's character can be used both to challenge the validity of the evidence in Source 14 and to suggest an alternative explanation for the breakdown in the character of Charles I. It does, however, also refer to other problems, which can be shown to have contributed to difficulties. Candidates can therefore use the evidence of the sources both to support and challenge the view presented in the question.</p> <p>These arguments can be developed and supported by reference to own knowledge. Candidates can consider the difficulties that Charles inherited - the role of Buckingham, religious divisions and financial problems - to challenge the claim that Charles was responsible. They can refer to his actions in dealing with the problems, such as dismissing parliaments and raising a forced loan, imprisoning non-payers, appointing only Arminians to office and power in the Church to support it. At lower levels candidates are likely to offer simple or generalised claims, drawn from either the sources or own knowledge, and to set these out as separate claims with varying degrees of development. At Level 3 candidates will begin to analyse the key issues indicated in the question and to offer judgements based on both sources and own knowledge, attempting to support and challenge the stated argument.</p> <p>At Level 4 candidates will be able to integrate evidence from sources and own knowledge to present some conflicting arguments relating to the key issues, and develop an overall conclusion. For example, they can consider the actions of the Commons, especially the attempt to impeach Buckingham, the Petition of Right and the Three Resolutions to evaluate the claims made by Charles in Source 14. Alternatively, by placing Source 14 in context and considering its provenance and purpose (to justify the dissolution), and by linking its claims to Source 15 as well as their own knowledge, candidates can combine or integrate evidence from both of the sources with own knowledge. This can then be used to support and challenge the claim in the question and establish a balanced judgement.</p> |

Unit 2: Option B
British Political History in the 19th Century

B1 Britain 1830-85: Representation and Reform

| Question Number | Question |
|-----------------|--|
| Q.1(a) | <p>Study Sources 1, 2 and 3. How far do Sources 2 and 3 support the impression the author of Source 1 gives of the motives of those supporting parliamentary reform? Explain your answer, using the evidence of Sources 1, 2 and 3.</p> <p style="text-align: right;">(20)</p> |
| | <p>Indicative Content</p> <p>Candidates can infer from Source 1, not a belief in the merits of reform, but a fear of violence if reform is not enacted. The content of Source 2 can be cross-referenced and used to support this by showing Grey's intention to limit measures and to protect the existing powers and forms. Some candidates may also use their knowledge of Grey's long-standing commitment to reform in order to challenge 'sudden conversion' in Source 1, but this is not a requirement. The content of Source 3 can be used to show genuine commitment to reform - Russell's arguments for Reform designed to remove 'defects' and to go beyond 'half measures' - and also to suggest the response to pressures implied by the reference to 'stability to the Throne' and 'satisfaction to the country'. In giving weight to the evidence, instructions to the drafting committee can be seen as revealing the essentially conservative nature of Grey's intentions, though less helpful in revealing his reasons for the introduction of the measure. Russell's speech was designed to persuade his audience of the need for the measure, and his reference both to abuses and to the need to give satisfaction to the country can be seen in that light. For the higher levels candidates should consider the evidence both for and against the impression in coming to an overall conclusion.</p> |

| Question Number | Question |
|-----------------|--|
| Q.1(b)(i) | <p>Use Sources 4 and 5 and your own knowledge. Do you agree with the view that the 1832 Reform Act did little to improve representation in England? Explain your answer, using Sources 4 and 5 and your own knowledge.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> <p>Source 4 provides candidates with evidence of a relatively small electorate and an even smaller number of voters in the selected constituencies. From the origin and purpose of the source candidates may well infer that these represent the worst abuses and they could contextualise this in order to argue for an improved position compared with pre-1832 or for, nevertheless, only limited improvement, given the continuance of small electorates and open voting. Source 5 can be used to support a counter argument. It provides candidates with evidence of the existence also of larger and less manageable constituencies and their significance. Candidates' own knowledge of the redistribution measures, the franchise extension and the beginnings of party development can be used in support of arguments for or against the view, but at the higher levels both the limits of, and the significance of, the reform measures should be considered in coming to an overall conclusion.</p> |

| Question Number | Question |
|-----------------|--|
| Q. 1(b)(ii) | <p>Use Sources 6 and 7 and your own knowledge. Do you agree with the view that the most important consequence of the 1867 Reform Act was the impact it had on the Conservative and Liberal parties? Explain your answer, using Sources 6 and 7 and your own knowledge. (40)</p> |
| | <p>Indicative Content</p> |
| | <p>The evidence of Source 7 can be used in support of the view. It notes the creation and significance of mass parties, new forms of electioneering and the need to consider appeal to an electorate when formulating policy. Source 6 can be used to consider also the evidence of the radical and surprising amendment to the borough franchise made in 1867, and the significance of that. From their own knowledge candidates can expand on these points and extend the range of points made to include, for example, the limited amendment to the county franchise and the limited redistribution of seats, to support an argument for the prime significance of the Act resting in the creation of a number of large borough constituencies with working class majorities. Candidates may argue for the significance of this enfranchisement in promoting the consequent change in party organisation. At the higher levels the significance of the Act both for party organisation and for its electoral reforms should be considered in coming to an overall conclusion.</p> |

B2 Poverty, Public Health and the Growth of Government in Britain, 1830-75

| Question Number | Question |
|-----------------|---|
| Q.2(a) | <p>Study Sources 8, 9 and 10. How far do Sources 9 and 10 support the impression given in Source 8 of the smooth implementation of an improved Poor Law system? Explain your answer using the evidence of Sources 8, 9 and 10.</p> <p style="text-align: right;">(20)</p> |
| | <p>Indicative Content</p> <p>Source 8 conveys an impression of smooth implementation of a new system without opposition and details the removal and replacement of old parish authorities with the new system of poor law unions and Boards of guardians.</p> <p>The content of Source 9 can be cross-referenced with Source 8 and used both as evidence of opposition and as evidence that this opposition was not sustained. The origin and purpose of Source 9 can be used to consider what weight can be given to the information, since Gilbert's office makes him an informed observer, but one in the process of reporting on the effectiveness of the process he is charged with 'bringing about' (Source 8). Candidates may well find the observation that the Act was accepted 'gladly' somewhat unconvincing. The content of Source 10 can be cross referenced with source 8 and used both to confirm the implementation of an apparently improved system of relief in Aston, and to challenge that by using the information Cutler gives. Source 10 also provides evidence that, six years after Source 8 was written, Birmingham had still not implemented the changes. The origin and purpose of Source 10 can be used to consider what weight can be given to the information, since Cutler is seeking to persuade and one instance of lack of implementation allows only limited generalisation. At the higher levels answers will give weight to the evidence they deploy in order to arrive at a judgement.</p> <p>Overall, candidates may conclude that, although the process was clearly not trouble-free, these sources, while their origin merits treatment with caution, do confirm the implementation of the New Poor Law and do not suggest sustained opposition. Alternatively, they may consider that the evidence of anti-New Poor Law propaganda, opposition and failure to implement the measures everywhere, is sufficient to challenge the impression in Source 8.</p> |

| Question Number | Question |
|-----------------|--|
| Q.2(b)(i) | <p>Use Sources 11 and 12 and your own knowledge. Do you agree that the poor laws were reformed in 1834 mainly in order to reduce the cost of poor relief? Explain your answer, using Sources 11 and 12 and your own knowledge.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> <p>The evidence of Source 11 can be used in support for the view, both because Ricardo directly points up the problem of cost and can be said to by inference from ‘look to their own exertions for support’, and because his ideas influenced those in a position to enact changes. However, by inference from Ricardo, candidates can also introduce another relevant consideration: the perceived moral improvement to be gained from reform implied by ‘value of independence’ and ‘healthier state’. From their own knowledge candidates can develop further the ideas of Ricardo and their influence. The evidence of Source 12 can be used to introduce and give weight to another factor - the worry about social stability induced by the Swing Riots. Candidates can use this material in combination with other factors to explain why, in the early 1830s, the poor laws were reformed as ‘public opinion... within the owners of property’ changed ‘in favour of a major overhaul of the poor law system’. From their own knowledge candidates can expand on the points contained in the sources and extend the range of points made to include, for example: defects of the various systems of poor relief in operation; mounting criticism of abuses of the system; the ideas of other influential thinkers; writers, including Malthus and the Utilitarians; the priorities of ratepayers. In coming to a conclusion, candidates should, to attain the higher levels, consider a range of factors in addition to that stated in the question.</p> |

| Question Number | Question |
|-----------------|--|
| Q.2(b)(ii) | <p>Use Sources 13 and 14 and your own knowledge. Do you agree with the view that little progress was made towards improving public health in the years 1830-70? Explain your answer, using Sources 13 and 14 and your own knowledge.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> <p>The evidence of Source 14 can be used in strong support of the view. The author notes that progress was ‘slow’. Candidates can enlarge on: the ‘forces of inertia’ associated with the importance attached to property rights; the government tradition against ‘positive interference’; the ‘fundamentally negative’ approach.</p> <p>The evidence in Source 13 can be used to support a counter argument that cholera epidemics allowed medical men to associate the disease with ‘a want of sewerage, paving and draining’ and that there was increasing pressure for ‘legislative action’.</p> <p>From their own knowledge, candidates can expand on these points and extend the range of points made to include, for example: the work of Edwin Chadwick in raising awareness of the problems of public health in the period and the importance of the work of John Snow in enhancing understanding of the spread of cholera; the passing of the Public Health Act of 1848; the work of, and opposition to, the General Board of Health. In coming to a conclusion, candidates can acknowledge the limitations of the permissive legislation in 1848, and the hostility to the Board of Health, while noting the extent to which, by 1870, local public health measures had been taken and attitudes to intervention, and action, by central and local authorities had begun to change, and the extent to which this is shown, for example, by the legislation of 1858. At the higher levels candidates should arrive at a reasoned and balanced judgement, taking these considerations into account.</p> |

Unit 2: Option C
 Conflict and Change in 19th and 20th Century Britain

C1 The Experience of Warfare in Britain: Crimea, Boer and the First World War, 1854-1929

| Question Number | Question |
|-----------------|---|
| Q.1(a) | <p>Study Sources 1, 2 and 3. How far do the sources suggest that the British army leaders were not concerned with the welfare of soldiers in the British army? Explain your answer, using the evidence of Sources 1, 2 and 3.</p> <p style="text-align: right;">(20)</p> |
| | <p>Indicative Content</p> <p>Responses will probably start with Source 1, which specifically states that no one cared for the comfort or lives of the soldiers. Candidates should, however, take account of the provenance of the source and moderate a newspaper reporter's desire for sensationalism against reality. The source could be appropriately contextualised if candidates used their knowledge of the <i>Times</i> decision on 25 November to expose Raglan and all that was happening in the Crimea. Source 2 provides both information that the scandal of Crimea had reached even the monarch's ears and she was trying to put pressure on Raglan to improve matters (from the provenance) and Raglan's response is possibly what would be expected. Even so, Raglan inadvertently reveals that there had been other protests about conditions in the Crimea and the very fact that he assures the Queen of his unfailing attention to troops' welfare must be indicative of his perception of the need to concern himself with the troops' welfare, if only to protect his public image. The more knowledgeable candidates will be aware of the almost complete inability of the British to manage and co-ordinate supply lines and will link this contextual knowledge with Source 3. Here, although written some forty years after the event, the source is an extract from a book written by a participant in the Crimea. It could have been enhanced by hindsight, and the more perceptive candidates will be aware of this. Even so, it points to shortcomings in British planning and better candidates will be able appropriately to contextualise this. Candidates are expected to reach a judgement in respect of the question. Here, whatever judgement is reached must be backed by appropriate evidence and the better candidates will recognise the gulf that exists between desire and execution.</p> |

| Question Number | Question |
|-----------------|---|
| Q.1(b)(i) | <p>Use Sources 4 and 5 and your own knowledge. Do you agree with the view that the most important outcome of the Second Boer War (1899-1902) was the pressure for welfare reforms? Explain your answer, using Sources 4 and 5 and your own knowledge.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> <p>This question asks candidates to focus on the outcomes of the Boer War. Source 4 is suggesting links with the Empire, and candidates who have studied this Unit should be familiar with the work of Rudyard Kipling and his portrayal of Empire. Here, he is clearly admitting a 'mistake' in the Boer War and yet is regarding this in a positive light as being helpful for the future development of the British Empire lessons will be learned. Source 5 attempts to contextualise the Boer War within the development of British social policy. It sees the Boer War as exposing not only the poor physical condition of the recruits but links this to urban living and the probability of the whole nation having been similarly weakened, though at the same time sees the problem of the poor physical quality of recruits as a catalyst to future developments within the Liberal administration. Both of these sources are indicative of different emphases in the outcomes of the Boer War. The question suggests that the pressure for welfare reforms could be the most important outcome, but candidates should use Sources 4 and 5 and their own knowledge to demonstrate their understanding of the various outcomes of the War and to make a supported judgement. Achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the outcomes of the Second Boer War, with a sharp focus on agreement or disagreement with the given view.</p> |

| Question Number | Question |
|-----------------|--|
| Q.1(b)(ii) | <p>Use Sources 6 and 7 and your own knowledge. Do you agree with the view that, as far as strategy and tactics were concerned, Haig and his generals were 'pretty good' (Source 7)? Explain your answer, using Sources 6 and 7 and your own knowledge.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> <p>This question asks candidates to focus on the conduct of the First World War, and in particular on the role of Haig. Source 6 is a fairly typical response from a soldier who has been in the trenches, but it does point up the repetitive futility of the tactics employed by Allied generals. Better candidates will recognise that Haig was responsible for the command of the battle of the Somme, and that therefore this source could be seen as a direct criticism of his strategy and tactics. On the other hand, Source 7 presents a revisionist view of the role of Haig. Having been castigated for years as one of the 'donkeys' who led 'lions', this Source attempts to contextualise the role of the generals working on the Western Front. Candidates should develop their understanding of the sources by using appropriate knowledge to challenge or support this view. Achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the strategy and tactics of Haig and his generals, with a sharp focus on agreement or disagreement with the given view.</p> |

C2 Britain, c1860-1930: The Changing Position of Women and the Suffrage Question

| Question Number | Question |
|-----------------|---|
| Q.2(a) | <p>Study Sources 8, 9 and 10. How far does Source 10 challenge Sources 8 and 9 in their views about women's position in society? Explain your answer, using the evidence of Sources 8, 9 and 10.</p> <p style="text-align: right;">(20)</p> |
| | <p>Indicative Content</p> <p>Responses will probably start with the content of Source 10, which on the surface presents a considerable challenge to both Sources 8 and 9. The use of the word 'delicacy' in Sources 8 and 10 will be commented on, as will the attitude of the authors to this quality in women. Source 9 could be said to hint at delicacy and certainly presents women as being physically and emotionally weaker than men. In contrast and challenge, Source 10 asserts their equality. The more perceptive candidates will appreciate that the author of Source 10 seems to be considering a different kind of equality that does not necessarily lie in physical strength and fortitude, unlike the authors of Sources 8 and 9. Here, a consideration of the provenance of the sources as well as appropriate contextualisation, should strengthen and explain the nature of the challenge. Candidates could explain that Source 10 was written after the failure of the Conciliation Bills and at the height of suffragette violence and hunger strikes when equality and the nature of that equality would be very much to the fore of the nation's consciousness; on the other hand, Gladstone and Mrs Humphrey Ward were writing at a time when, although women's suffrage organisations had been established, pressure for change took the form of meetings, petitions, journals and lobbying. Thus any challenge should be tempered by an understanding of the mores of the time.</p> |

| Question Number | Question |
|-----------------|--|
| Q.2(b)(i) | <p>Use Sources 11, 12 and 13 and your own knowledge. Do you agree with the view that it was their limited education that prevented working-class women from achieving more in the world of work in the years 1870-1914? Explain your answer, using Sources 11, 12 and 13 and your own knowledge.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> <p>This question asks candidates to focus on the limited educational provision for working-class women failing to achieve more in the world of work in the years to 1914. Please note that the question asks about working-class women and the world of work, and so do not credit (but do not penalise, either) those candidates who write about entry to universities and the professions since, at this time, this was limited to middle-class girls and women. Source 13 challenges the traditional assumption that the 1870 Education Act created literate and numerate working class girls, fitted for the world of work as shop assistants, typists and telephonists. Most candidates will probably begin with this source and use it as the basis for whatever argument they are going to create. Their own knowledge of the impact of the Act will come in here and they will find support in Source 12 for the view expressed in Source 13. Source 11, however, provides an alternative explanation for the figures given in Source 12. The more perceptive candidates will be able to comment on the unionisation of the industries listed in Source 12 and the relative impact this had on women workers. Source 11 can also be used as the starting point of a discussion about change and continuity in attitudes to women working and some candidates may choose to start here, appreciating the importance of changing attitudes to women's work in enabling them to progress. Achievement at the higher levels will be characterised by appropriately balanced use of the sources and own knowledge to demonstrate a clear understanding of the reasons why working-class women seemed to under achieve in the world of work, with a sharp focus on agreement or disagreement with the given view.</p> |

| Question Number | Question |
|-----------------|--|
| Q.2(b)(ii) | <p>Use Sources 14 and 15 and your own knowledge. Do you agree with the view that the First World War delayed the giving of votes to women? Explain your answer, using Sources 14 and 15 and your own knowledge. (40)</p> |
| | <p>Indicative Content</p> <p>This question asks candidates to focus on the First World War as an agent of delay in granting the vote to women. Whilst this is a well-rehearsed argument, many candidates may well be more familiar with considering the war as an agent of change, and may try to present this argument, loosely disguised. These candidates will probably begin with Source 4 and create an argument from that. This is an acceptable approach, provided Source 5 is fully utilised and the question is answered. Source 5 hints at why the War could be seen as perpetuating the traditional view of women and this could be taken as a starting point for either refuting or accepting the view. Candidates should use their own knowledge to explain the progress made towards achieving the vote by the outbreak of war. Credit should not be given for a rehearsal of suffragette campaigns, but candidates should explore the development of the acceptability of female suffrage by parliament. This will mean addressing the Women's Suffrage Bill of 1908, the Electoral Reform Bill of 1909, the Conciliation Bills and the 1913 Amendment to the Franchise Bill as evidence of changing attitudes within parliament that were themselves reflective of a shift in opinion in the country at large. Achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the reasons why women were given the vote with a sharp focus on agreement or disagreement with the given view.</p> |

Unit 2: Option D
The British Empire Challenged

D1 Britain and Ireland, 1867-1922

| Question Number | Question |
|-----------------|--|
| Q.1(a) | <p>Study Sources 1, 2 and 3. How far do Sources 1 and 2 challenge the view of Charles Stuart Parnell given in Source 3? Explain your answer, using the evidence of Sources 1, 2 and 3.</p> <p style="text-align: right;">(20)</p> |
| | <p>Indicative Content</p> <p>It is probable that most candidates will start with Source 3, which gives a very clear and deleterious view of Parnell. Beware of candidates who give a ‘knee-jerk’ reaction to the source and dismiss it as being biased. High achieving candidates will be able appropriately to contextualise the source, but even those who are not able to do this should link the attribution to the content, and show an awareness that this is from a private letter from a Liberal MP to his leader giving advice as to how Gladstone should approach the ‘Parnell problem’. Sources 1 and 2 are both generated by Parnell himself. In Source 1, Parnell is making it very clear how Irish tenant farmers should behave towards those of them who had taken what he considered unfair advantage of Gladstone’s attempts to settle the land problem. Source 2, on the other hand, gives a different perspective. Here there is unwitting testimony to violence and to Parnell’s acquiescence to that violence. There is also a straight clash with Source 3, where Bright states that Parnell wants to destroy the Union and Parnell clearly states that he wants Ireland to be governed by the British government in the same way it governs England. Candidates should be aware of the different audiences and of the time lapse between Source 1 and Source 2 in developing their response.</p> |

| Question Number | Question |
|-----------------|--|
| Q.1(b)(i) | <p>Use Sources 4 and 5 and your own knowledge. Do you agree with the view that Asquith should be blamed for the failure of the 1912 Home Rule bill? Explain your answer, using Sources 4 and 5 and your own knowledge.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> <p>This question asks candidates to focus on the reasons for the failure of the Home Rule bill of 1912. Candidates will probably start with an analysis of Source 5, which clearly puts the blame for this on the lack of firm purpose by Asquith. Source 4, on the other hand, suggests problems far beyond Asquith’s prevarications. Here, John Redmond is clearly signalling that any sort of Home Rule for Ireland that did not include Ulster would be out of the question and, indeed, the problem of Ulster is touched upon in Source 5. Candidates should use their own knowledge to show a developed understanding of the political situation at the time. This will include, for example, an appreciation of the way in which the Liberal government was compromised by their need for the support of Irish Home Rule MPs in order to pass the Parliament Act of 1911, the impact of the formation, aims and development of Sinn Féin, the revival of the Irish Republican Brotherhood and the impact of the Unionist campaign under Edward Carson. Achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate an understanding of the reasons why the 1912 Home Rule bill failed, with a sharp focus on agreement or disagreement with the given view.</p> |

| Question Number | Question |
|-----------------|--|
| Q.1(b)(ii) | <p>Use Sources 6 and 7 and your own knowledge. Do you agree with the view that in 1921 Ireland was partitioned because the southern Irish were prepared to sacrifice the north? Explain your answer, using Sources 6 and 7 and your own knowledge. (40)</p> |
| | <p>Indicative Content</p> |
| | <p>This question asks candidates to focus on the attitudes of the southern Irish to the north and in particular to the apparent readiness of the south to accept Partition. There should be an awareness of the debate that surrounds this issue, particularly about the roles of Griffith, Collins and Lloyd George. Candidates will probably start with an analysis of Source 7, which contains the idea that the South was a willing participant in Partition, and should be able here to reflect upon the importance of the provenance of the Source. Source 6 contrasts with Source 7 in that it shows very clearly pressure from the south for a united Ireland although, again, the provenance should be considered. Candidates should use their own knowledge to show a developed understanding of the situation in Ireland at the time. This will include, for example, the iconic status of the Easter Rising, the attitudes of Catholic and Protestant Irish to supporting Britain in WW1, the ‘Troubles’ of January 1919-July 1921, attitudes of Griffith and Collins to the Boundary Commission and in particular the role of Lloyd George. Achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the reasons why Ireland was partitioned, with a sharp focus on agreement or disagreement with the given view.</p> |

D2 Britain and the Nationalist Challenge in India, 1900-47

| Question Number | Question |
|-----------------|--|
| Q.2(a) | <p>Study Sources 8, 9 and 10. How far do Sources 8, 9 and 10 suggest that in the early twentieth century the British Raj was an oppressive regime? Explain your answer, using the evidence of Sources 8, 9 and 10.</p> <p style="text-align: right;">(20)</p> |
| | <p>Indicative Content</p> <p>All candidates will probably begin with the provenance of the sources and will claim that Curzon was bound to support the Raj whilst Indians were bound to oppose it. This stereotyping should gain minimal reward. Contextualisation of the sources will point to the role of Curzon in the partitioning of Bengal (Sources 1 and 3) and to the role of Tilak within the Indian National Congress in particular and Indian politics in general. Closer reading of the sources, allied with careful contextualisation, will bring candidates closer to the weighing of judgements required by 'How far' in the question. Source 2 could be seen to challenge Source 1 by its reference to an 'alien government' ruling India by some sort of confidence trick. Curzon (Source 1) doesn't begin to deny that the British rule India - but maintains they are doing so at the behest of God and for the good of India itself. However, the more able students will grasp the implication in Source 2 that Indians are willing conspirators in the 'trick' that Britain is pulling and so the challenge to Source 1 is qualified. Source 3 challenges Source 1 head on by its insistence that the British are exploiting India, although even here there is the hint that India is a wealthy country allowing itself to be exploited in this way. Throughout all three sources there runs the thread of optimism for India's future prosperity.</p> |

| Question Number | Question |
|-----------------|---|
| Q.2(b)(i) | <p>Use Sources 11 and 12 and your own knowledge. Do you agree with the view that, in the 1930s, the most significant obstacles to Indian self-government were the Indians themselves? Explain your answer, using Sources 11 and 12 and your own knowledge.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> <p>The question focuses on the inter-war period when rapprochement between Muslims and Hindus seemed a real possibility and the British government appeared ready to make concessions. Source 4 relates to the Round Table conferences and describes religious divisions in India as well as pointing up Gandhi's contribution to the second conference. Expect candidates to develop these themes, and in particular the role of Gandhi in both dividing and uniting Indians and Indian opinion. Source 5 considers federation as one possible way forward and looks at Indian reaction - and brings in reaction from one section of British opinion. Candidates should be able to develop these themes by looking at the role of the princely states and the princes as well as officials in British India. In reaching a judgement, expect consideration to be given to opinion in Britain (beyond that of Churchill). Candidates should also consider the role of the main players in India, Jinnah and Nehru in particular, as well as Gandhi. Whilst most candidates will probably focus on the 1930s, better candidates will be able to look back to the 1920s and carry the theme of Indian division and unity from apparent unity in 1920 through to apparent disunity at the outbreak of the Second World War. Achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the reasons why India did not achieve self-government in the decade before the Second World War, with a sharp focus on agreement or disagreement with the given view.</p> |

| Question Number | Question |
|-----------------|--|
| Q.2(b)(ii) | <p>Use Sources 13 and 14 and your own knowledge.</p> <p>Do you agree with the view that the impact of the Second World War was the main driving force behind the British government's decision to grant independence to India?</p> <p>Explain your answer, using Sources 13 and 14 and your own knowledge. (40)</p> |
| | <p>Indicative Content</p> <p>The question focuses on the importance of the Second World War as the catalyst for granting Indian independence in 1947. The sources approach the topic from different perspectives and candidates should pick up on this. In Source 6 Gandhi clearly expresses his determination to end the connection with Britain and gives his reasons. Candidates should pick up on the date of the source and link this with their wider contextual knowledge of the impact the Second World War had had on India up to this point, and to the significance such a statement by Gandhi at this time had on the Indian war effort. Source 7 considers the situation mainly from an economic standpoint and suggests that neither India nor Britain had need for each other. Candidates should be able to develop this factor by applying their deeper understanding of the impact of war on Britain and on India. Candidates should consider other factors such as the significance of the movements within India for independence and the roles of Jinnah, Nehru and Gandhi. Better candidates will reach a balanced judgement, effectively weighing a range of factors to reach a supported judgement. Achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the reasons behind the British government's decision to grant Indian independence with a sharp focus on agreement or disagreement with the given view.</p> |

Unit 2: Option E
 Britain in the Later 20th Century: Responding to Change

E1 British Political History, 1945-90: Consensus and Conflict

| Question Number | Question |
|-----------------|--|
| Q.1(a) | <p>Study Sources 1, 2 and 3. How far do Sources 1 and 2 support the impression given in Source 3 that the Conservative and Labour parties in 1974 were in agreement about inflation. Explain your answer, using the evidence of Sources 1, 2 and 3.</p> <p style="text-align: right;">(20)</p> |
| | <p>Indicative Content</p> <p>Comprehension and basic cross-reference will show similarity of view about the threat of inflation. At Levels 1-2, the key points about threat will generally be known and should be linked to observation from Source 3 about 'gravest economic crisis'. Source 1 emphasises the international dimension of the threat, whereas Source 2 stresses inflation's threat to democratic institutions. There are other important differences to note too: Source 1 talks about what the government is doing - freezing rents and stabilising mortgage rates; emphasis in Source 2 is on different policies: price stabilisation and control of public expenditure. Good candidates can cross-refer from the two sources to discuss whether reference to 'sacrifice' in Source 3 is supported by the other two sources. Candidates should note the different origins (public party documents) and purpose of Sources 1 and 2 (appealing for voter support) compared with Source 3 (which is providing an analysis of the parties' stance on inflation). Higher-level responses will make confident cross-reference for judgement, perhaps pointing up the significant differences of detail and emphasis which go alongside the broad recognition that inflation represents a major crisis. They might also note that Source 2 supports the Butler and Kavanagh conclusion. The more contextual awareness should give able candidates the key point that the Conservatives were the opposition party at this point and that an opposition manifesto is likely to point up deficiencies in the present regime's handling of the problems. Best answers will concentrate on <i>extent</i> of support on the basis of precisely selected evidence.</p> |

| Question Number | Question |
|-----------------|--|
| Q.1(b)(i) | <p>Use Sources 4, 5 and 6 and your own knowledge. Do you agree with the view that the National Health Service was the most important domestic reform passed by Clement Attlee's Labour government of 1945-50? Explain your answer, using Sources 4, 5 and 6 and your own knowledge. (40)</p> |
| | <p>Indicative Content</p> |
| | <p>The view here is, more or less, that which is given in Source 5. Good candidates will see that the view here relates to 'beneficial' whereas the question (which allows more refined interrogation of Sources 4 and 6) asks for judgement about the relative 'importance' of the NHS as an achievement. The distinction should be appreciated at Level 3 and Level 4. At Level 1 and Level 2, candidates will be able to pick out key differences - Source 5 is about NHS and the suggestion that it was a godsend to those who used it; Source 4 emphasises welfare but also talks about the central importance of nationalisation and the planned economy as key aspects of what Attlee calls 'the socialist principle'; Source 6 provides evidence of the need for new housing and the public's perception of housing as the key issue. There is also an assessment that housing policies eventually enjoyed considerable success. At Level 3, there should be at least implicit awareness of the linkage between apparently different factors. Candidates should note that Source 4 includes welfare reform as a central plank in the working out of Attlee's 'Socialist principle'. Beyond that level, candidates will see how full employment might relate to NHS by reducing demand for a service which rapidly became overstretched. The higher up the levels, the more the interconnections will be appreciated and discussed. At Levels 1 and 2, candidates are likely to use skills of comprehension and cross-reference, linked at Level 2 to some knowledge, to make assertions about Labour's priorities and achievements.</p> <p>From own knowledge, candidates should be aware of the range of welfare and state-intervention programmes, perhaps relating back to the Beveridge prescription (although this is not essential). It is also relevant to talk about nationalisation and, at Level 3 and above, there will be some comment on relative importance of considerations such as nationalisation, welfare and housing. Good candidates may consider other candidates for 'most important achievement'. Although the key education reform was passed in 1944, the Attlee years see the working out of the Butler principles. The giving of substantially greater opportunity to a minority of less privileged children might be seen as a domestic reform of equal importance with the NHS, although the benefits are less immediately apparent. On housing, they might develop the points made in Source 6, either to suggest that housing achievements were indeed more limited or, perhaps to suggest that, given housing's priority with the electorate, achievements here (which included intended short-term fixes such as pre-fabricated houses) were indeed considerable. Good answers will link knowledge confidently to the key issues raised in the sources in order to reach a judgement: the Socialist principle underpinning the Government's overall approach; the centrality of the NHS to many people's lives; the often overlooked importance of housing policies. Other candidates than those raised in the sources as 'most important achievement' can be considered but the highest level can be achieved by candidates who develop an analysis based on the issues identified in the sources, adding to that analysis their own knowledge.</p> |

| Question Number | Question |
|-----------------|--|
| Q.1(b)(ii) | <p>Use Sources 7, 8 and 9 and your own knowledge. Do you agree with the view that, during the Strike of 1984-85, the miners lacked public sympathy in a conflict with powerful and ruthless opponents? Explain your answer, using Sources 7, 8 and 9 and your own knowledge. (40)</p> |
| | <p>Indicative Content</p> <p>The focus of this question on the Miners' Strike is on what public sympathy the miners had and how powerful and ruthless their opponents were. Source 7 provides considerable evidence that the miners felt that they were fighting a lone struggle against very powerful opponents: government, police and media. Strong candidates might wonder about whether the mass media was uniformly hostile, as suggested, and also whether the author of this source was exaggerating or even providing evidence of paranoia. Source 9 is unequivocal in its statement that the government was determined to reduce trade union power and prepared carefully for a struggle against traditionally the most powerful union: the miners. Candidates may wish to emphasise that the government intended to use 'the full resources of the state' in case of conflict. This could link directly to discussion of opponents as 'determined'. Source 8 provides important counter-evidence to the miners' perception that they were fighting uniform hostility, not only from the government but also the police and the media: a perception which links directly to 'very powerful opponents'. Source 8 indicates that the police were, within the limits imposed by their duty, sympathetic to the miners' plight.</p> <p>At Level 3 and above, candidates will use skills of cross-referencing and inference to point out that the sources do not present a picture of unremitting hostility to the miners. Candidates will be able to see differences and reach a judgement which recognises the significance of any such differences and relates the impression given by the sources to their own knowledge. At Level 1 and Level 2, the emphasis will be on statements which accurately identify similarities and differences in the sources, linked to some relevant knowledge. These responses will not progress to reach a reasoned judgement on extent of public hostility and power of opponents. At the top level, the reasoned judgement might well encompass other discriminating factors than the limited evidence in the sources of public sympathy for the miners. Here candidates may wish to argue that, although the miners' opponents were determined, they were not necessarily united throughout the conflict (especially so in respect of the press). Also, there is some evidence that some in the Conservative party believed that the government was adopting an unnecessarily brutal, and divisive, stance against the miners. Thus, the implacability of the government might even have won the miners more sympathy as the strike wore on.</p> <p>From own knowledge, candidates should be aware that the Miners' Strike resulted from a key motivation of the Thatcher government, which was to reduce what was widely seen as the excessive power of the trade unions. Candidates cannot be expected to have detailed knowledge of the strike itself but they should have understanding of the reasons for the Strike, the fact that it was both long and bitter, and also how it was resolved. Therefore, it will be possible for them to add knowledge about the miners' case, the resolution of the authorities and the fact that public opinion - rather against the grain of the question - was divided on the Strike. Some candidates will know that the legitimacy of the miners' case was compromised by Scargill's refusal to hold a strike ballot before the industrial action began. On determination of the government, the forthrightness of Thatcher on the balance of power between employers and employees will be known by many. Some well-informed candidates might want to suggest that Thatcher was not always as iron-clad as the public image suggested.</p> |

E2 Mass Media, Popular Culture and Social Change in Britain since 1945

| Question Number | Question |
|-----------------|--|
| Q.2(a) | <p>Study Sources 10, 11 and 12. How far do Sources 10 and 11 support the opinion given in Source 12 that the impact of the Beatles on young people in the 1960s was 'mostly for the good'? Explain your answer, using the evidence of Sources 10, 11 and 12.</p> <p style="text-align: right;">(20)</p> |
| | <p>Indicative Content</p> <p>Comprehension and basic cross-reference will show clearly that the Beatles had an important impact. <i>Time</i> magazine gives space to the release of a new disc and links this with comment about the Beatles' message concerning protest. The very strong inference from Source 11 is that Lennon knew how important the Beatles were: 'It starts with us'. Source 12 is an explanation of why the then prime minister considered the award of an MBE deserved on the basis of influence on contemporary youth. At Levels 1-2, the key points about influence will generally be picked up and there should be some attempt to link this with the observation from Source 12 that the Beatles, on the whole, had a beneficial effect on youth. The most obvious differences within the sources relate to the kind of impact. Source 10 picks up on the Beatles using their influence to offer a non-violent message to those who want change. Source 11 implies influence but without going down the 'orthodox' professional route: believe in what you are doing and 'get down to it' and you will succeed. Orthodox 'values', especially perhaps educational ones, are demeaned. Candidates can use this source either to agree with Wilson (Beatles did it their way and opened up opportunities for others to try the 'unorthodox' route, keeping them off the streets while so doing etc) or to disagree with him (Lennon offers a crude travesty of the route to success; attempts to denigrate 'values' and the benefits of education. Candidates may consider how far Lennon was qualified to offer the judgement he does). Relating Source 10 to Source 12 allows candidates to pick up on what they see as the virtues (or otherwise) of advocating important political change without violence. Good candidates will cross-refer between Sources 10 and 11 to discuss whether Wilson's reference to the overall beneficial effect on youth in Source 12 is supported by the evidence of the other two sources. Wilson's judgement can be either supported or contested by the evidence of the other two sources. Candidates can also make use of the different origins of the sources: Source 10 is a magazine article which links political protest with a Beatles release; Source 11 is an interview with a Beatle who might well wish either to be provocative or to demonstrate what could be achieved by talent and dedication - Lennon's possible hidden agenda could be commented on. Source 12, also an interview, is with a man influential in the controversial decision to award MBEs to young men who had not made the 'orthodox' contribution to society which the honours system then generally required. He would wish to provide an <i>ex post facto</i> justification, wouldn't he? Higher level responses will make confident cross-reference for judgement, perhaps pointing up the significant differences of focus and emphasis across the three sources. The best answers will concentrate precisely on 'how far' the judgement in Source 12 is supported by the evidence of the other two. The evidence will be precisely selected and critically used.</p> |

| Question Number | Question |
|-----------------|---|
| Q.2(b)(i) | <p>Use Sources 13, 14 and 15 and your own knowledge. Do you agree with the view that, in the 1950s and 1960s, the British cinema industry merely reflected important changes in British society? Explain your answer, using Sources 13, 14 and 15 and your own knowledge. (40)</p> |
| | <p>Indicative Content</p> <p>The focus here is about how far cinema followed changing social mores. The ‘view’ is pretty much supported by Source 13, since Finney makes much of the new approach to social realism in the cinema. However, there is no reflection on helping to bring about changes. Candidates can use Sources 14 and 15 broadly to support the view, but there are some caveats. Source 14 talks about a battleground between protagonists of different types of social change and it also notes that the old standbys of war films and comedy are still being made. There is direct evidence here of cinema’s response: to a decline in deference. Source 15 gives evidence of both sides. On the one hand, society was changing: there was now less emphasis anyway on social uniformity as the experiences of war became less sharp in the memory. On the other, the cinema was taking a lead - the films cited were alleged to be challenging the existing structure of society.</p> <p>Some effective comment on how, or whether, social change was appropriately reflected in the cinema should be expected at Level 3 and Level 4, with use both of sources and own knowledge. Candidates might agree with the response, but not see cinema taking the lead, or vice versa. At Levels 1 and 2, candidates will be able to use comprehension and (at Level 2 some inference) to pick out key differences from sources: Source 15 examines both issues, while Source 13 states that new cinema was not challenging established cinema producers. Source 14 talks about the battleground. Level 2 answers might be much stronger on sources than knowledge, or (though this may be less common) in using own knowledge which makes limited reference to sources. At Level 3, candidates will reach a valid judgement but may not sustain a focus on response or help to bring about change. At Level 4, there will be an explicit attempt to debate the propositions. Candidates will sustain an argument on at least one of these key propositions about the role of cinema in the 1950s and 1960s, using both the sources and their own knowledge.</p> <p>From own knowledge, candidates should be aware of social changes in the 1950s and 1960s, though they might take different views about both their extent and their importance. It would be relevant to include comment on the growing influence of a youth culture, which was beginning to be reflected in the films being made. Other changes might include rising living standards, the greater freedom allowed in a post-war society, not least the abolition of National Service for young men. Some candidates might wish to talk about movements towards egalitarianism; certainly more opportunities for the previously under-privileged, not least in education and, increasingly perhaps, in the world of work. Others might note merely that the cinema was reflecting ordinary lives much more than used to be the case. Fewer cut-glass accents, more expletives and ‘life in the raw’. Reward knowledge of particular films which seem to betoken changes in film makers’ priorities. Some candidates will know that many film-makers of the new wave were distinctly left and bridled at the flabbiness - even hypocrisy as they saw it - of the postwar consensus. However, it is not necessary for candidates to show knowledge either of particular films or of particular film makers in order to produce top-quality answers to this question. Good answers will link knowledge confidently to the key issues raised in the sources, attempting, for example, to link observations on social realism in the cinema to the kinds of issues they know about: life in the workplace, treatment of raw emotions, class prejudices and antagonism etc.</p> |

| Question Number | Question |
|-----------------|--|
| Q.2(b)(ii) | <p>Use Sources 16 and 17 and your own knowledge. Do you agree with the view that television from the 1960s reflected changes in British attitudes and values of British society and thus contributed to the ‘dumbing down’ of society? Explain your answer, using Sources 16 and 17 and your own knowledge. (40)</p> |
| | <p>Indicative Content</p> <p>The focus of this question is on the <i>impact</i> of television over the past 45 years or so and the extent to which it reflected social attitudes and values. The view offered for judgement here both relate to the Jeremy Black (Source 17). Black doesn’t say TV had a dumbing-down effect but that it faced accusations of so doing. He does, however, see it as a ‘moulder’ of taste rather than reflecting it. The reference to the low standards of public taste can be inferred from the latter half of this source. Source 17 also asserts the centrality of TV and, therefore, its influence in shaping public taste. By contrast, Source 16 concentrates on the need for TV to be ‘ahead of public opinion’ and challenge its audiences by taking a lead rather than just reflecting existing tastes. Candidates must take their own view of the strength of the arguments produced in Source 17; these will need linking both to own knowledge and also to the very different perspective offered in Source 16. Candidates may wish to make use of the provenance of Source 16 to reflect that here was a key opinion former in British television anxious to make a statement about the direction he thought that at least public-sector broadcasting (the only part for which Carleton-Green had direct responsibility, of course) should go. At Level 3 and above, candidates should see the contrasts in the two sources, reach a judgement which evaluates these different perspectives and also relates sources to own knowledge. At Level 1 and Level 2, the emphasis will be on statements which accurately identify difference, linked to some relevant knowledge, but which do not progress to reach a reasoned judgement on reflecting changes or ‘dumbing down’ or alleged ‘low standard of public taste’. At Level 4, the reasoned judgement might well encompass other factors related to the mass media and popular culture which could be considered as responsible for ‘dumbing down’. High on that ‘little list’ might be the commercialism of sport with its attendant infantilism and ‘celebrity’ magazines. At AS, however, it should not be <i>required</i> for candidates to weigh the relative importance of factors (including TV) which <i>have</i> dumbed down. They <i>are</i> required to reach a judgement on the impact of television and on whether it <i>has</i> contributed to dumbing down and to the coarsening of public taste.</p> <p>Own knowledge should be plentiful, though good candidates will avoid listing programmes they like or dislike or making non-historical judgements (or worse) assertions about programme quality. At Level 3 and above look for a decent chronological range. This should include the awareness that, for better or worse, television was a very different animal in the 1960s from what it became in the later 1980s and beyond. Arguably, the ‘race for ratings’ had a much more profound impact in the later period and also reflected the advent of a satellite TV not renowned for its refined or sophisticated programme making. There are interesting statistics about the proportions of TV output given over to news, current affairs, the arts and science (the ‘educate and inform’ element in the Reithian mission) and how these have been squeezed on BBC in the last 20 years or so. It is perfectly possible to argue against the proposition by noting that television has always had its fair share of challenging programmes and that viewers who wish to use it thus can create their own autodidactic ‘virtual university’ of learning and improvement. Alternatively, it is possible to argue that the amounts spent on TV trash (including ‘reality television’ and the promotion of ‘celebrity’ this, that and the other) has made the autodidact pretty much an endangered species.</p> |

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Unit 3: Generic Level Descriptors

Section A

Target: A01a and A01b (13%)

(30 marks)

The essay questions in Part (a) will have an analytical focus, requiring candidates to reach a substantiated judgement on a historical issue or problem.

| Level | Mark | Descriptor |
|-------|-------|--|
| 1 | 1-6 | <p>Candidates will produce a series of statements, some of which may be simplified. The statements will be supported by factual material which has some accuracy and relevance although not directed at the focus of the question. The material will be mostly generalised.</p> <p>The writing may have some coherence and it will be generally comprehensible, but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3-4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed.</p> |
| 2 | 7-12 | <p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9-10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed.</p> |
| 3 | 13-18 | <p>Candidates' answers will be broadly analytical and will show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Factual material will be accurate, but it may not consistently display depth and/or relevance.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> |

| | | |
|---|-------|---|
| | | <p>Mid Level 3: 15-16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed.</p> |
| 4 | 19-24 | <p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it, with some evaluation of argument. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21-22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed.</p> |
| 5 | 25-30 | <p>Candidates offer a sustained analysis which directly addresses the focus of the question. They demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and - as appropriate - interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27-28 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed.</p> |

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

Note on Descriptors Relating to Communication

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

Section B

Target: AO1a and AO1b (7% - 16 marks) AO2b (10% - 24 marks) (40 marks)

Candidates will be provided with two or three secondary sources totalling about 350-400 words. The question will require candidates to compare the provided source material in the process of exploring an issue of historical debate and reaching substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy. Students must attempt the controversy question that is embedded within the period context.

AO1a and AO1b (16 marks)

| Level | Mark | Descriptor |
|-------|------|--|
| 1 | 1-3 | <p>Candidates will produce a series of statements, some of which may be simplified, on the basis of factual material which has some accuracy and relevance although not directed at the focus of the question. Links with the presented source material will be implicit at best. The factual material will be mostly generalised and there will be few, if any, links between the statements.</p> <p>The writing may have some coherence and it will be generally comprehensible but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1 mark The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 3 marks The qualities of Level 1 are securely displayed.</p> |
| 2 | 4-6 | <p>Candidates will produce statements deriving from their own knowledge and may attempt to link this with the presented source material. Knowledge will have some accuracy and relevance. There may be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 4 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 5 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 6 marks The qualities of Level 2 are securely displayed.</p> |
| 3 | 7-10 | <p>Candidates attempt a broadly analytical response from their own knowledge, which offers some support for the presented source material. Knowledge will be generally accurate and relevant. The answer will show some understanding of the focus of the question but may include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Attempts at analysis will be supported by generally accurate factual material which will lack balance in places.</p> |

| | | |
|---|-------|--|
| | | <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 7 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 8-9 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 10 marks The qualities of Level 3 are securely displayed.</p> |
| 4 | 11-13 | <p>Candidates offer an analytical response from their own knowledge which supports analysis of presented source material and which attempts integration with it. Knowledge will be generally well-selected and accurate and will have some range and depth. The selected material will address the focus of the question and show some understanding of the key issues contained in it with some evaluation of argument and - as appropriate - interpretation. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked although the selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 11 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 12 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 13 marks The qualities of Level 4 are securely displayed.</p> |
| 5 | 14-16 | <p>Candidates offer a sustained analysis from their own knowledge which both supports, and is integrated with, analysis of the presented source material. Knowledge will be well-selected, accurate and of appropriate range and depth. The selected material directly addresses the focus of the question. Candidates demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and - as appropriate - interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 14 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 15 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 16 marks The qualities of Level 5 are securely displayed.</p> |

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

Note on Descriptors Relating to Communication

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AO2b (24 marks)

| Level | Mark | Descriptor |
|-------|-------|--|
| 1 | 1-4 | <p>Comprehends the surface features of sources and selects from them in order to identify points which support or differ from the view posed in the question. When reaching a decision in relation to the question the sources will be used singly and in the form of a summary of their information. Own knowledge of the issue under debate will be presented as information but not integrated with the provided material.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth. High Level 1: 3-4 marks The qualities of Level 1 are securely displayed.</p> |
| 2 | 5-9 | <p>Comprehends the sources and notes points of challenge and support for the stated claim. Combines the information from the sources to illustrate points linked to the question.</p> <p>When supporting judgements made in relation to the question, relevant source content will be selected and summarised and relevant own knowledge of the issue will be added. The answer may lack balance but one aspect will be developed from the sources. Reaches an overall decision but with limited support.</p> <p>Low Level 2: 5-6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth. High Level 2: 7-9 marks The qualities of Level 2 are securely displayed.</p> |
| 3 | 10-14 | <p>Interprets the sources with confidence, showing the ability to analyse some key points of the arguments offered and to reason from the evidence of the sources. Develops points of challenge and support for the stated claim from the provided source material and deploys material gained from relevant reading and knowledge of the issues under discussion. Shows clear understanding that the issue is one of interpretation.</p> <p>Focuses directly on the question when structuring the response, although, in addressing the specific enquiry, there may be some lack of balance. Reaches a judgement in relation to the claim, supported by information and argument from the sources and from own knowledge of the issues under debate.</p> <p>Low Level 3: 10-11 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth. High Level 3: 12-14 marks The qualities of Level 3 are securely displayed.</p> |

| | | |
|---|-------|--|
| 4 | 15-19 | <p>Interprets the sources with confidence showing the ability to understand the basis of the arguments offered by the authors and to relate these to wider knowledge of the issues under discussion. Discussion of the claim in the question proceeds from an exploration of the issues raised by the process of analysing the sources and the extension of these issues from other relevant reading and own knowledge of the points under debate.</p> <p>Presents an integrated response with developed reasoning and debating of the evidence in order to create judgements in relation to the stated claim, although not all the issues will be fully developed. Reaches and sustains a conclusion based on the discriminating use of the evidence.</p> <p>Low Level 4: 15-16 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 17-19 marks The qualities of Level 4 are securely displayed.</p> |
| 5 | 20-24 | <p>Interprets the sources with confidence and discrimination, assimilating the author's arguments and displaying independence of thought in the ability to assess the presented views in the light of own knowledge and reading. Treatment of argument and discussion of evidence will show that the full demands of the question have been appreciated and addressed. Presents a sustained evaluative argument and reaches fully substantiated conclusions demonstrating an understanding of the nature of historical debate.</p> <p>Low Level 5: 20-21 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 5: 22-24 marks The qualities of Level 5 are securely displayed.</p> |

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

Unit 3 Assessment Grid

| Question Number | AO1a and b Marks | AO2b Marks | Total marks for question |
|--------------------|---------------------|---------------|-----------------------------|
| Section A Q | 30 | - | 30 |
| Section B Q | 16 | 24 | 40 |
| Total Marks | 46 | 24 | 70 |
| % weighting | 20% | 10% | 30% |

**Unit 3: Option A
Revolution and Conflict in England**

Section A

A1 Protest, Crisis and Rebellion in England, 1536-88

| Question Number | Question |
|-----------------|---|
| Q.1 | <p>How far do you agree that, in the years 1540-53, the main problems facing Tudor governments arose from factional rivalries?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> |
| | <p>The question is primarily focused on the reasons for the problems and instability experienced by those exercising government authority in the specified period, which can include both monarchs and their key advisers. The claim that factional rivalries caused problems can begin in 1540, with the fall of Cromwell, and reference can also be made to the role of the Howards, the influence of the Seymours and attacks on Katherine Parr in the reign of Henry. Thereafter the execution of Thomas Seymour, the fall of Somerset, and the attempt to establish Lady Jane Grey in place of Mary (herself the head of a faction?) in 1552-3 provide substantial examples of factional rivalries posing an actual threat to government. These arguments can be challenged and evaluated by examining the limits of faction, and/or by considering problems caused by other factors such as religion. Candidates can consider how far Henry was in control of faction to 1547, the errors made by both Somerset and Northumberland, as well as the victory of Mary. Candidates can also argue that although the royal supremacy was not directly challenged in this period, the nature of the religious settlement was still uncertain and potentially divisive, and that this was exacerbated in the reign of Edward by further changes. Reference can be made to the Western Rising to demonstrate religiously motivated protest, but also to Kett's rebellion and other financial problems to suggest other causes of instability. At lower levels candidates are likely to offer separate, limited statements or a purely descriptive response, but by Level 2 there will be some evidence of attempts to analyse key issues. Level 3 responses will be broadly analytical, but may contain significant passages of descriptive or narrative material, with only implicit links to the issues raised by the question. At higher levels candidates will show some awareness that different judgements can be made and sustained. Responses at Level 4 will be analytical, and will attempt both to support and challenge the importance of factional rivalries, while those at Level 5 offer an analysis of conflicting arguments with an attempt to evaluate or integrate them into an overall judgement.</p> |

| Question Number | Question |
|-----------------|--|
| Q.2 | <p data-bbox="316 241 1428 302">To what extent was eventual conflict between England and Spain unavoidable after the accession of Elizabeth in 1558?</p> <p data-bbox="1377 302 1428 338" style="text-align: right;">(30)</p> |
| | <p data-bbox="316 338 1428 371">Indicative Content</p> <p data-bbox="316 371 1428 875">The question does not define the nature or extent of conflict, and does not make any reference to dates or chronology. It is therefore focused on the general concept of conflict rather than a particular war, and arguments in support of the claim are therefore likely to focus on underlying issues and interests rather than individuals and their decisions. Despite Philip's attempts to maintain good relations with Elizabeth, and the restraint that he exercised over Catholic campaigns against her, the nature of her birth and the prevailing climate in England, as well as her personal preferences, ensured that she would create a Protestant settlement of the Church. In the context of religious conflict across Europe this was always a problem. In addition, Spanish control of the Netherlands and of the New World routes, the interests of trade both in Europe and elsewhere, and the weakness of France for much of the period meant that the strategic interests of both powers were likely to come into conflict. At lower levels candidates are likely to address these issues by offering separate, limited statements or a largely narrative response, but by Level 2 there will be some evidence of attempts to analyse key issues. Level 3 responses will be broadly analytical, but may contain significant passages of descriptive or narrative material, with only implicit links to the issues raised by the question.</p> <p data-bbox="316 898 1428 1238">Nevertheless, the conflict was avoided for almost thirty years, which would suggest that it was not inevitable. Within this framework candidates can consider the role of individuals such as Catholic priests and English seamen, the rulers of France, Mary, Queen of Scots and Elizabeth herself, as well as events in the Netherlands, and evaluate their contribution to assess how far they created a conflict, and how far the underlying clash of interests made it unavoidable. Candidates can attain Levels 1-3 by addressing any or all of these issues, but at higher levels there will be some awareness that different judgements can be made and sustained. Responses at Level 4 will focus clearly on the issue of how far conflict was avoidable, and will attempt both to support and challenge the given statement. At Level 5 candidates will offer an analysis of conflicting arguments with an attempt to evaluate or integrate them into an overall judgement.</p> |

A2 Revolution, Republic and Restoration: England, 1629-67

| Question Number | Question |
|-----------------|--|
| Q.3 | <p>‘Despite the King’s initial advantages, Parliament’s victory in the first Civil War was always likely.’ How far do you accept this view of the first Civil War of 1642-46?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> |
| | <p>The focus of the question is on the reasons for parliamentary victory and the extent to which it could have been foreseen. Candidates can address the balance of support and resources to assess both expectations and the likelihood of parliament’s success. Contemporary attitudes assumed that the king, having the support of most of the gentry and even more, the nobility, held the advantage. Parliament’s favourable base in the south-east, the quality of leadership provided first by Pym and then by Cromwell and others, improving administration, the role of the Scots, the importance of Marston Moor and the nature of the New Model Army explain why this was not the case. However, ‘always likely’ is an assertive statement that can be challenged by the weakness of Essex as a general, both before and after Marston Moor, the problems of 1643, and the continuing divisions among MPs. At lower levels candidates are likely to address these issues by offering separate, limited statements or a largely narrative response, but by Level 2 there will be some evidence of attempts to analyse key issues. Level 3 responses will be broadly analytical, but may contain significant passages of descriptive or narrative material, with only implicit links to the issues raised by the question. Those who attempt to consider different possible outcomes should be marked highly within the relevant level.</p> <p>At higher levels there will be some awareness that different judgements can be made and sustained. Candidates may well address the issue of ‘always’ and those who trace the changes in parliament’s methods and organisation, especially the crucial events of 1643 in changing the balance of forces, are likely to achieve high levels. The material can be used either to challenge and evaluate the given statement or to adjust it in order to reconcile and integrate conflicting possibilities, for example by showing how the likelihood of parliament’s victory developed over the period. Responses at Level 4 will focus clearly on the issue of how far parliamentary victory was always likely, and will attempt both to support and challenge the given statement. At Level 5 candidates will offer an analysis of conflicting arguments with an attempt to evaluate or integrate them into an overall judgement.</p> |

| Question Number | Question |
|-----------------|---|
| Q.4 | <p>‘Very little was restored, and even less was settled.’ How far do you agree with this judgement on the Restoration Settlement?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> |
| | <p>The question is focused on the nature of the institutions that were restored in 1660, especially the Monarchy and the Church, and the ways in which they were shaped by the settlement of 1660-62. They will require accurate knowledge of the main features of the settlement, and can also refer to events in the years 1662-67 to support judgements about what was ‘settled’ and what was still uncertain or unstable. While the restored monarchy was, in the eyes of Charles II, still based on divine right (hence his claim to be in the twelfth year of his reign in 1660) the Triennial Act remained in force until 1664, and the Prerogative Courts were not restored. Mistakenly or not, the financial settlement left the king dependent on parliamentary finance, and although the Declaration of Breda avoided precise commitments, its avowed recognition of the need to work with parliaments meant that the restoration was not unconditional. On the other hand, the relationship was not clarified either in the Declaration or in the measures that followed in 1660-62. Similarly, the nature and role of the Church was unclear, and even though it was restored as compulsory in 1662, the legislation of the Clarendon Code recognised the existence of non-conformists and never succeeded in controlling them. Candidates are not expected to refer to events after 1667, but some reference may be made to later controversies in order to reinforce claims that little was ‘settled’. This should not, however, be at the expense of accurate and detailed analysis of the events of 1660-67. At lower levels candidates are likely to offer separate, limited statements or a purely descriptive response, but by Level 2 there will be some evidence of attempts to analyse key issues, for example by describing the changes in the nature of the restored monarchy. Level 3 responses will be broadly analytical, but may contain significant passages of descriptive or narrative material, with only implicit links to the issues raised by the question. At higher levels candidates will show some awareness that different judgements can be made and sustained, for example by exploring the nature of the restored monarchy and the extent to which its powers were limited. Responses at Level 4 will be analytical, and will attempt both to support and challenge the given statement, while those at Level 5 offer an analysis of conflicting arguments with an attempt to evaluate or integrate them into an overall judgement.</p> |

Section B

A1 Protest, Crisis and Rebellion in England, 1536-88

| Question Number | Question |
|-----------------|---|
| Q.5 | <p>Use Sources 1 and 2 and your own knowledge.</p> <p>To what extent do you accept the view that the authority of the Tudor state, as opposed to individual ministers and advisers, was never seriously threatened in the years 1536-69?</p> <p>Explain your answer, using the evidence of Sources 1 and 2 and your own knowledge of the issues related to this controversy.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> <p>The two sources include a range of points about the nature and impact of Tudor rebellions, with conflicting implications for the view proposed in the question. Source 1 summarises the characteristics of the main rebellions in 1536 and 1549, and points out differences in who was involved and why. The overall implications, however, are that neither posed a serious threat because the rebels of 1536 sought only ‘redress of grievances’, while those of 1649 lacked gentry leadership, which, as Source 2 suggests, was necessary for any widespread organisation and impact. Source 2 can therefore be used to strengthen and develop this argument. However, Source 2 does also point out that the Tudor state often lacked military resources, and any state that cannot maintain law and order for a significant period of time is likely to be threatened. Candidates can relate this argument to their knowledge of the period, including other rebellions such as Wyatt’s rebellion in 1554 and the Northern Rising against Elizabeth, to evaluate the seriousness of this threat.</p> <p>Students who study this controversy need to have some understanding of the terms and implications of ‘state’ and ‘authority’, and the question offers some pointers in this direction by distinguishing between the state (in this period essentially the monarch) and the ministers and advisers who serve them. Source 1 emphasises ‘loyalty to the crown’, and ‘grievances’ often included complaints against particular advisers who could be abandoned to protect the state. Candidates can utilise this to integrate sources with own knowledge and build arguments that both support and challenge the given statement. At lower levels the analytical focus is likely to be weak or variable, and material from sources may be added rather than combined with own knowledge. At Levels 4 and 5 students will be able to assimilate arguments from the sources relating to the question, and to evaluate them in the light of their own knowledge in order to express a preference or reconcile them into an alternative judgement. For example, Source 2 suggests that the attitude of the 1649 rebels went beyond local grievances by adopting a class basis, but that they were ineffective without upper-class leadership. Hence the threat was limited. This, combined with contextual knowledge of where the ‘main enemies’ of the crown were to be found, allows candidates to argue that serious threats required upper class leadership, but that they also allowed the state to eliminate potential threats when they failed. The sources therefore suggest lines of conflicting argument that candidates can consider and evaluate in the light of their wider reading and knowledge of the period. They also demonstrate the significance of interpretation in the process of historical debate. The best responses are likely to demonstrate understanding of the nature of interpretation and to integrate conflicting but valid arguments into an overall judgement.</p> |

| Question Number | Question |
|-----------------|---|
| Q.6 | <p>Use Sources 3 and 4 and your own knowledge. How far do you accept the view that relations between Elizabeth and her parliaments in the years 1566-88 were characterised more by co-operation than by conflict? Explain your answer, using the evidence of Sources 3 and 4 and your own knowledge of the issues related to this controversy.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> |
| | <p>The question requires candidates to evaluate the view that Elizabeth's relations with her parliaments were predominantly co-operative. They therefore need to present evidence of both co-operation and conflict. Source 3 focuses on the sources of conflict and the growing assertiveness with which MPs addressed them, highlighting religion, the succession, and free speech as major issues. There is also an implication that she responded assertively by demonstrating her 'determination to control the reins of power'. This is reinforced in source 4 by reference to her reluctance to call parliaments, and the importance of financial needs in persuading her to do so. Source 4, however, also emphasises her respect for the traditional role of parliaments and an awareness of their political value, highlighting both continuity and co-operation. Candidates are therefore able both to support and challenge the view given in the question by reference to the sources taken at face value, and this is likely to be the case at lower levels. Responses at Levels 1 and 2 are also likely to treat sources and own knowledge as separate items and to offer limited or separate statements on certain aspects of the situation, relying on links that are largely implicit.</p> <p>However, if the implications of the evidence are drawn out and developed, by reference to both historical debates and wider knowledge of the period, the conflicting arguments can be assessed and evaluated. Contextual knowledge can show, for example, how much business was transacted without conflict, and that the discussion of grievances was never extended to the point of making financial support conditional on redress - hence the point that Elizabeth never demonstrated any sense of uncertainty or urgency in gaining a vote of subsidies, made explicit in Source 4. Similarly a more developed examination of conflicts will demonstrate the extent to which they arose precisely because of the 'community of interest' established between the government and MPs, as MPs sought to protect the queen and the kingdom (often encouraged by her closest advisers, who were themselves members of one or other house) with or without her approval. It can therefore be demonstrated that the relationship was a complex mix of both conflict and co-operation, based on both continuity and change. At Level 3 it is likely that responses will include some descriptive material, but there will be a broadly analytical focus and some understanding that arguments depend on interpretation of both evidence and events. There will be some cross-referencing between sources and between sources and own knowledge. At Levels 4 and 5 candidates will seek to integrate material from the sources with own knowledge, to develop and evaluate conflicting arguments. They will be able to demonstrate the existence of both conflict and co-operation and make some attempt to judge which predominated. Candidates who can develop the arguments fully to evaluate different interpretations and resolve the apparent conflicts can access Level 5. They may, for example, be able to show that patterns and predominance varied, or that conflicting judgements of the seriousness of conflicts depend on different interpretation of the evidence. Alternatively they may reconcile the conflicting arguments to show that the relationship between Elizabeth and her parliaments consisted of a partnership (community of interest) within which there were disagreements over priorities, particular issues, or how best to maintain co-operation.</p> |

A2 Revolution, Republic and Restoration: England, 1629-67

| Question Number | Question |
|-----------------|--|
| Q.7 | <p>Use Sources 5, 6 and 7 and your own knowledge. To what extent do you accept Lawrence Stone’s view (Source 7) that religion, rather than economic interests, influenced the taking of sides among the gentry in 1642? Explain your answer, using the evidence of Sources 5, 6 and 7 and your own knowledge of the issues related to this controversy.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> |
| | <p>The three sources put forward conflicting arguments about the reasons why the gentry chose to support king or parliament when the war broke out. The question addresses both the process by which choices were made, and the sides eventually taken. Source 5 highlights economic issues, but candidates could use their own knowledge of the controversy to note that it disagrees with the views of historians such as Christopher Hill, Stone, and more recently Brian Manning, who followed the ideas of Tawney in identifying a rising gentry as the source of hostility to the Crown. Stone (Source 7) directly contradicts Trevor-Roper’s assertions, and argues that religion was more significant. However, candidates can also draw on awareness that Hill and others related economic interests to religion, and identified Protestantism with capitalist interests, to resolve some of these conflicts. Candidates can also emphasise other issues, of which political liberty, local loyalties, neutralism, fear of popular intervention and the threat of social upheaval are all suggested by these sources. Responses at Levels 1 and 2 are also likely to treat sources and own knowledge as separate items and to offer limited or separate statements on certain aspects of the situation, relying on links that are largely implicit. They may well take arguments at face value, and with limited analytical focus. However, responses at Level 3 will show some awareness of the role of interpretation and be able to utilise both sources and own knowledge to support and challenge Stone’s view, with a predominantly analytical focus despite some descriptive passages.</p> <p>At Levels 4 and 5 candidates will attempt to integrate material from both sources and own knowledge to evaluate conflicting arguments, formulate their own interpretations and at the highest level, reconcile them on this basis. Those who can effectively interpret and cross-reference the arguments presented here cannot only support a range of views, but also demonstrate how issues such as religion, political rights and economic interests could combine and interact to create more complex views such as those outlined in Source 6. In addition, the stages by which choices were made, across the summer and autumn of 1642, as Source 7 indicates, allow the complexity of the process and the influence of local and individual circumstances to be drawn from these sources and developed on the basis of candidates’ own knowledge of the period.</p> |

| Question Number | Question |
|-----------------|--|
| Q.8 | <p>Use Sources 8, 9 and 10, and your own knowledge. To what extent do you accept the view that the reason for the limited success of the Protectorate was the problem of trying to reconcile a conservative nation with the radical agenda of the Army? Explain your answer, using the evidence of Sources 8, 9 and 10 and your own knowledge of the issues related to this controversy.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> |
| | <p>The question highlights the internal contradiction of the Protectorate as the reason for its limited success (and ultimate collapse). Sources 8 and 10 support this argument in that they emphasise the conservative attitudes of both the gentry in particular and also of many below that social rank, and therefore suggest that Cromwell and the army would be an obstacle to success. Source 5 demonstrates how these attitudes led to a challenge to the authority of the Protector by the gentry in parliament, and to actions that weakened the regime. However, Source 5 also implies that Cromwell made errors - that what he did as well as what he was caused problems and 'limited success'. Candidates can draw on both their reading of debates, especially from those historians who highlight Cromwell's radical religious views, his defence of toleration, his attitude towards the army and his military links, to explain the failure of the Protectorate, and their own knowledge of events to develop this implication. They can attribute the failure of the Protectorate primarily to Cromwell himself. They may or may not use it to challenge the argument advanced in the question, because if slightly differently interpreted, it can be used to amplify it. In particular, Source 10 contains evidence to demonstrate the validity of both arguments. Similarly, Source 8 can be re-interpreted to suggest that popular royalism in itself was sufficient to limit the success of any alternative.</p> <p>Responses at Levels 1 and 2 are likely to treat sources and own knowledge as separate items and to offer limited or separate statements on certain aspects of the situation, relying on links that are largely implicit. They may well take arguments at face value, and with limited analytical focus. However, responses at Level 3 will show some awareness of the role of interpretation and be able to utilise both sources and own knowledge to support and challenge the given statement, with a predominantly analytical focus despite some descriptive passages.</p> <p>At Levels 4 and 5 candidates will attempt to integrate material from both sources and own knowledge to evaluate conflicting arguments, showing understanding of historical interpretations and, at the highest level, establish and sustain their own. Level 4 responses are likely to offer conflicting interpretations on the basis of fundamental contradictions or the role of Cromwell as primarily responsible for failures. It is also possible to show that it was the interaction of these problems with Cromwell's own conflicting loyalties and concerns that limited the success of the Protectorate, or alternatively that Richard's failure places responsibility primarily with the Army. Development of these arguments can access Level 5 by enabling candidates to demonstrate a preference, or to reconcile conflicts into an overall judgement.</p> |

Unit 3: Option B
Politics, Protest and Revolution

Section A

B1 France, 1787-1830: Revolution, Empire and Restoration

| Question Number | Question |
|-----------------|--|
| Q.1 | <p>'In the years 1799-1804, Napoleon claimed to be doing no more than restoring a necessary order in France. He was in reality establishing his own military dictatorship there.' How far do you agree with this judgement?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>This question addresses the important series of domestic reforms in France between the Coup of Brumaire 1799 to the Imperial coronation of Frimaire 1804. Candidates will probably address the establishment of the Consulate, the setting up of the key organs of Napoleonic France: Senate, Council of State, Tribunate and Legislative Body; the steady centralising of power in Napoleon's hands - Consul for life, the purging of the Tribunate and Legislative Assembly in 1802, the assumption of imperial dignity etc. Other key reforms will probably be assessed: the creation of the Bank of France, the Concordat, the creation of the Legion d'Honneur, development of the Code Civile, administrative and educational reforms. At Level 2 and below a descriptive approach to one or more of these issues is likely to be adopted. At Level 3 a case will be made either arguing for or against the proposition. The answer is likely to be unbalanced with probably a heavy emphasis on the consolidation of Napoleon's power. At Level 4 there should be a real debate with the evidence for support of the proposition that Napoleon was establishing a military dictatorship set against the argument that reform was necessary given the legacy of the 1790s and reforms were implemented that did more than support and develop military dictatorship. At this level and above there may be references to the considerable divisions within France. At Level 5, look for a real balanced response as well as address to a broader chronological perspective.</p> |

| Question Number | Question |
|-----------------|---|
| Q.2 | <p>'The Bourbon Monarchy collapsed in July 1830 because of mistakes Charles X had made in the previous twelve months, not because of fundamental weaknesses in the restored monarchy.' How far do you agree with this judgement?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>This question addresses the causes of the July Revolution, inviting analysis of the relative importance of short-term factors and the underlying weaknesses and strengths of the restored Bourbon Monarchy. In the former category, candidates will probably address the appointment of the Polignac Ministry, the clash with the Assembly and the St. Cloud Ordinances. With regard to the latter, the relative stability of Louis XVIII's reign will be set against the growing discontent of both the liberal moneyed classes and the grievances of the poor exacerbated by the onset of economic downturn. At Level 2 and below a descriptive approach to one or more of these issues is likely to be adopted. At Level 3 a case will be made either arguing for or against the proposition. The answer is likely to be unbalanced with probably a heavy emphasis on the immediate mistakes of Charles X. At Level 4 there should be a real debate with the evidence for support of the stated proposition and an awareness of the fundamental weaknesses of the monarchy, even under Louis XVIII. At this level and above there should be references to the bitter and divided legacy of the revolution. At Level 5, look for a real balanced response with candidates probably pointing up the many mistakes of Charles X which predate 1829 as well as address to a broader chronological perspective, going back to 1815 or before.</p> |

B2 Challenging Authority: Protest, Reform and Response in Britain, c1760-1830

| Question Number | Question |
|-----------------|---|
| Q.3 | <p>How significant was the role of John Wilkes in the revival of reform agitation in Britain in the 1760s and early 1770s? (30)</p> |
| | <p>Indicative Content</p> |
| | <p>The key issues associated with Wilkes are in essence three, although there is considerable inter-relation. Candidates should know about the significance of the slogan ‘Wilkes and Liberty’. The liberties referred to are: (a) of the press (and in particular, perhaps, the significance of <i>North Briton</i> No 45) and to freedom of editors and journalists to produce robust criticism of the government. The line between robust comment and libel was at the heart of Wilkes’s case; (b) of the freedom of the electorate to make a choice of MP unhindered by government or parliament (the particular focus here is likely to be on the Middlesex Election of 1768); and (c) the freedom of the press to report parliamentary debates. In each of these ‘causes’, Wilkes energised extra-parliamentary opinion with considerable success. There are, of course, other reasons why governments found themselves subject to increasing criticism: the role of George III as ‘patriot king’ is one; the attack of the Whigs on excessive executive influence - particularly via the writings of Edmund Burke - another and, linked to this, growing criticism of the handling of relations with the American colonies. It is reasonable to expect the focus to be largely on Wilkes and for the answer not to go beyond 1774 or 1775. Information should be drawn on to provide a reasoned argument on the relative importance of Wilkes. At Levels 1 and 2 simple or more developed statements about Wilkes will provide either only implicit argument or argument based on insufficient, or imprecise, evidence. At Level 3, students should provide some sustained analysis, but the detail may be hazy in places or the answer chronologically skewed. At Level 4, there will be sustained analysis about Wilkes and the challenges he presented, with some attempt to reach a reasoned judgment on ‘how significant’. At Level 5, ‘how significant’ will be central in an answer which will be well informed, with well-selected information and a sustained evaluation.</p> |

| Question Number | Question |
|-----------------|---|
| Q.4 | <p data-bbox="316 282 1426 338">'The Evangelical Movement was more important than was government repression in explaining why the radical protests of the 1790s were successfully contained.'</p> <p data-bbox="316 338 1426 398">How far do you agree with this view? (30)</p> |
| | <p data-bbox="316 409 1426 432">Indicative Content</p> |
| | <p data-bbox="316 443 1426 958">The key issues here relate to the messages of an Evangelical Movement, which was socially quietist and which preached (in some cases quite literally) obedience to the established order and also to the policy of repressing radical activity which Pitt's government sustained, especially from 1794. Candidates should know about the work of key evangelicals in the area of politics and perhaps particularly of the influence of Hannah More and her <i>Cheap Repository Tracts</i>. They might also wish to refer to Wilberforce's stance on radicalism. It is also relevant to mention the spread of the Sunday School movement, although not all of this comes directly from an evangelical wellspring. On government repression, it is relevant to mention the suspension of Habeas Corpus in 1794 and the 'Two Acts' of 1795. Since the government also sponsored anti-radical activity and publications, candidates might wish to discuss the Association Movement and the young George Canning's work on Anti-Jacobinism. Information should be drawn on from both evangelicalism and government policy to provide a reasoned argument on the relative importance of the two. It is <i>possible</i> to argue that the efforts of these two 'movements' is actually less important than the internal contradictions of radicalism. Only very able candidates are likely to take this line and taking it does not absolve them from the need to discuss the contributions of Evangelicalism and Pitt's repressive policies.</p> <p data-bbox="316 992 1426 1314">At Levels 1 and 2 simple or more developed statements about Evangelicals and government repression will provide either only implicit argument or argument based on insufficient, or imprecise, evidence. At Level 1, especially, material is likely to be generalised or very unbalanced. At Level 3, students should provide some sustained analysis about attempts to contain/defeat radicalism, but the detail may be hazy in places or the treatment more secure on evangelicalism than government repression, or <i>vice versa</i>. At Level 4, there will be sustained analysis about attempts to contain/defeat radicalism and the challenges it presented. Candidates will also make some attempt to reach a reasoned judgement on relative importance of the two areas. At Level 5, 'how far' candidates agree with the given proposition will be central in an answer which will be well informed, with well-selected information and a sustained evaluation.</p> |

Section B

B1 France, 1786-1830: Revolution, Empire and Restoration

| Question Number | Question |
|-----------------|--|
| Q.5 | <p>Use Sources 1, 2 and 3 and your own knowledge. 'It was the coming of war which destroyed the French Monarchy in 1792.' How far do you agree with this judgement? Explain your answer, using the evidence of Sources 1, 2 and 3 and your own knowledge of the issues related to this controversy.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> <p>This question targets the debate over the downfall of the monarchy in the second revolution of August 1792. Source 2 offers the perspective which the question invites candidates to assess, ie the primacy of the war, which began in April, as the central destabilising development. Source 1 points up the growing republican movement before 1792 and in particular draws attention to the destructive effect of the Flight to Varennes in June 1791. The last extract makes two salient points, namely the fracturing of consensus since 1789 and the fact that the second revolution was the work of a militant minority. At Level 1 candidates will offer some simple statements drawn from either the sources or own knowledge. At Level 2 there may be some cross referencing of the sources or extensive own knowledge displayed.</p> <p>At Level 3, candidates should begin to integrate the sources and own knowledge, probably producing a rather one sided case either supporting the proposition that it was the war, with due reference to the Pilnitz Declaration and its impact, or stressing the primacy of the humiliation of Varennes in 1791. At Level 4 there should be a real debate about the causes of the downfall of the monarchy, showing a real awareness of the different perspectives of the three sources, which will be expanded upon. At Level 5 there will be a sustained evaluative argument precisely supported from both sources and considerable own knowledge. The latter is likely to be deployed in making a case about the personalities of the royal family and the economic situation, briefly hinted at in Source 1.</p> |

| Question Number | Question |
|-----------------|---|
| Q.6 | <p>Use Sources 4 and 5 and your own knowledge. How far did the personal deterioration of Napoleon account for the collapse of his Empire in 1814? Explain your answer, using the evidence of Sources 4 and 5 and your own knowledge of the issues related to this controversy.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> <p>This question targets the debate over the downfall of the Napoleonic Empire in the years 1812-15. Source 5 offers the perspective which the question invites candidates to assess, i.e. the primacy of Napoleon's personal decay and decline. Source 4 points up the importance of unrelenting British hostility. At Level 1 candidates will offer some simple statements drawn from either the sources or own knowledge. At Level 2 there may be some cross referencing of the sources or extensive own knowledge displayed.</p> <p>At Level 3, candidates should begin to integrate the sources and own knowledge, probably producing a rather one sided case either supporting the proposition that it was the personal decline of Napoleon, with due reference to his many errors including his failure to compromise in 1813 and his clear military deficiencies in his reliance more and more on heavy barrages and mass assaults and its impact, or stressing the primacy of the British hold on trade and the seas. At Level 4 there should be a real debate about the causes of the downfall of Napoleon, showing a real awareness of the different perspectives of the two sources, which will be expanded upon. At Level 5 there will be a sustained evaluative argument precisely supported from both sources and considerable own knowledge. The latter is likely to be deployed in developing some of the many points referred to in Source 5 as alternative explanations.</p> |

B2 Challenging Authority: Protest, Reform and Response in Britain, c1760-1830

| Question Number | Question |
|-----------------|---|
| Q.7 | <p>Use Sources 6, 7 and 8, and your own knowledge. How far do you agree with the view that the threat presented by extra-parliamentary protest in the years 1815-20 was undermined by weak and divided leadership? Explain your answer, using the evidence of Sources 6, 7 and 8 and your own knowledge of the issues related to this controversy.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> <p>Source 6 provides very little evidence of ‘undermined’. It offers the view that radical protest increased substantially, represented a threat to the authorities and had a clear ‘class’ orientation by 1820. There is some evidence to be gleaned about regional concentration, via the list which O’Gorman gives. Source 7 provides evidence on divisions within the leadership and quotes Burdett’s frustration. There is also reference to the geographical concentration of radical activity. Source 8 identifies the scope of radical agitation, including reference to a possible <i>coup</i>. On leadership, it provides evidence of uncertainty about methods to be employed. The sources, therefore, offer different perspectives both on the nature of radical activity and on possible problems with radical leadership. Candidates’ own knowledge on leadership needs to be added. Candidates should know about Hunt, in particular, but there is plenty to be said about Wooler, Cobbett, Carlile and others. Knowledge will be integrated into that evidence in support of a reasoned argument at Levels 4/5. It is acceptable to enter riders about the argument, since there is plenty of evidence that the authorities (particularly at local level) were concerned about the growing threats, so any divisions in the leadership need to be set against widespread perceptions that the challenge is becoming more threatening. At Levels 1/2 most candidates will see differences in the arguments produced by the sources. At Level 3 a clear, if perhaps over-simple, conclusion will be reached and the sources will be both comprehended and used with some confidence. At Level 4, there should be an attempt to discuss both threat and leadership within an analytical framework; at Level 5 candidates will debate the proposition (commenting on both threat and leadership) and reach reasoned judgments informed by precisely selected evidence from both sources and own knowledge.</p> |

| Question Number | Question |
|-----------------|---|
| Q.8 | <p>Use Sources 9, 10 and 11 and your own knowledge. How far do you agree with the view that, in the period 1780-1830, increased opportunities for working-class men and women outweighed the difficulties they faced and contributed to a rising standard of living overall? Explain your answer, using the evidence of Sources 9, 10 and 11 and your own knowledge of the issues related to this controversy.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> <p>Source 10 provides evidence supporting this proposition. The emphasis here is on improved real incomes and, whether candidates understand what the term technically means, they will readily see that this is an optimistic view. Abler candidates will see that even this optimistic view is qualified by caveats about definition - are people talking about quantifiable issues or qualitative ones? Hartwell also talks about rising opportunities, though this extract does not provide any examples. Source 9 makes fewer caveats in taking a 'pessimistic' view. Thompson believes that most working folk remained at subsistence level. Abler candidates, again, will be able to infer that a central plank in his argument relates to a sense of relative deprivation compared with changing opportunities and wealth for those with property. There is also the aside about wealth being created by labourers' own labour and some might recognise this as a standard-issue Marxist point leading to the conclusion that the industrial revolution almost <i>had</i> to produce deteriorating living standards in order for the rest of the Marxist thesis to stand up. Source 11, however, is not Marxist and it takes students away from the ideological battles of the 1960s into the realms of more sophisticated quantitative research. To many economic historians' surprise, this new work has done more to support pessimistic conclusions - not least about the much lower rate of real-wage rises, as identified here. The emphasis in the source then shifts to the experience of 'intensive' work in a new, and frequently unhealthy, environment. Two other quantifiable indicators - infant mortality and overall life-expectancy - seem to suggest pessimistic conclusions. The sources, therefore, offer different perspectives, while tending overall (even via Hartwell's caveats) to a pessimistic position. Candidates' own knowledge on living standards - with emphasis on both 'opportunities' and 'difficulties' - needs to be added and good candidates should possess knowledge about both quantitative and qualitative indicators. It is likely that most candidates will disagree with the assertion, but there is enough evidence from both sources and own knowledge to sustain a qualified optimistic standpoint. Knowledge will be integrated into source evidence in support of a reasoned argument at Levels 4/5. In disagreeing with the proposition, most candidates will use evidence about working conditions and lack of clear evidence of strong real-wage increases. The question allows candidates to include a 'gendered perspective' by arguing on whether the Industrial Revolution did indeed help to 'free' women from a 'purely' domestic role. At Levels 1/2 most candidates will see differences in the arguments produced by the sources. At Level 3 a clear, if perhaps over simple, conclusion will be reached and the sources will be both comprehended and used with some confidence. At Level 4, there should be an attempt to discuss both opportunities and difficulties within an analytical framework; at Level 5 candidates will debate the proposition (commenting confidently on both opportunities and difficulties) and reach reasoned judgements informed by precisely selected evidence from both sources and own knowledge.</p> |

Unit 3: Option C
The United States: Challenged and Transformed

Section A

C1 The United States, 1820-77: A Disunited Nation?

| Question Number | Question |
|-----------------|--|
| Q.1 | <p>'In the years to 1850 the economy of the Southern States was remarkably well-developed and successful.' How far do you agree with this view? (30)</p> |
| | <p>Indicative Content</p> <p>This question requires candidates to assess the economy of the US in terms of 'well-developed' and 'successful'. Candidates should know about the key features of the economy of the Southern States in the years to 1850, including the impact of improved transportation, the growth in number of steamships and the railway network. They should, in addition, be aware of the nature of the Southern economy in terms of the importance of crops like cotton, tobacco, sugar and rice and their contribution to the exports of the USA; at least 50%. So by the 1850s the South was indeed remarkably prosperous with exports of raw cotton dominating the world markets. But, on the other hand, this new found prosperity also accounts for their resistance to change. There was no incentive to industrialise. In assessing 'successful' and 'well-developed' candidates may choose to make comparison with the economy of the North. There was growing discontent about tariffs imposed by the federal government on imported goods, which appeared to benefit the North at the expense of the South. Further, the South was dependent on the North for finance and credit, for markets for their agricultural products and on Northern vessels to transport cotton exports. Therefore, in many respects the North gained financially at the expense of the South. Finally, the economy of the South by 1850 appeared to be falling behind that of the North. The South accounted for 35% of the population, but only produced 10% of the nation's manufactured output. The North had twice as much rail track as the South. The Southern labour force was dominated by agriculture, 82% compared to 68% in the North. A greater percentage of the population lived in towns in the North. At Levels 1 and 2, candidates offer simple or more developed statements about the economy of the Southern States and how successful it was, with either implicit reference to 'well-developed and successful', or argument based on insufficient evidence. At Level 3, candidates should provide some sustained analysis related to the Southern economy but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis about the economy and some attempt to reach a reasoned judgement on how far it was 'well-developed and successful'. At Level 5, 'how far' the candidate agrees with the proposition will be explicitly addressed and sustained. The answer will be well informed and the well-selected information will be used to offer a sustained evaluation of the quotation in which the criteria for 'well-developed' and 'successful' are explicitly explored.</p> |

| Question Number | Question |
|-----------------|---|
| Q.2 | <p>How far do you agree that the Civil Rights Acts of 1866 and 1875 were effective in extending civil rights to freed slaves?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> |
| | <p>The question requires an assessment of ‘effectiveness’ of the Civil Rights legislation. Candidates should know about both the extent to which the legislation granted civil rights and the extent to which the legislation was effective in practice. Candidates can refer to the provisions of legislation in order to show the intent of the major Civil Rights Acts in this period, the granting of the right to vote and equality before the law for all freed slaves and, the end of segregation (in 1875 Act) for African-Americans. The successes of these initiatives can be assessed including, educational opportunities, access to political power in the early period of Reconstruction (1863-65), and later through the Black churches. Most importantly the reuniting of African-American families and the importance of this in challenging racism and attacks by white supremacist groups including the Ku Klux Klan. The arguments for success could also include the expansion of employment opportunities for African-Americans, share-cropping and the emergence of the Civil Rights movement to 1877.</p> <p>At Levels 1 and 2 candidates offer simple or more developed statements about the impact of the Civil Rights Acts with either only implicit reference to the effectiveness or more developed statements about civil rights, with either implicit reference to impact or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis on the effectiveness of the Acts, but the detail may be lacking in places and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis of the impact of the Acts with some attempt to reach a reasoned judgement on ‘how far’ they were effective in extending civil rights. At Level 5, ‘how far’ the candidate agrees with the proposition will be explicitly addressed and sustained. The answer will be well informed, with well selected information and a sustained evaluation in which the criteria for ‘effective’ are explicitly explained.</p> |

C2 The United States: 1917-54: Boom, Bust and Recovery

| Question Number | Question |
|-----------------|--|
| Q.3 | Why did Prohibition last so long? (30) |
| | Indicative Content |
| | <p>This question requires candidates to account for the length of time Prohibition remained in force in spite of the evident difficulties of effective implementation. Candidates should have detailed knowledge about the key features of Prohibition. The 18th Amendment in 1917 banned the sale, transportation and manufacture of intoxicating liquor. It was followed by the Volstead Act, 1917, which defined ‘intoxicating’ liquor. To account for the slowness of the repeal, candidates can draw on their knowledge of why the Acts were introduced: a reaction to public opinion against drunkenness, violence and the growth of saloons, approximately 100,000 in the early C20th; the impact of the First World War, harnessed to hostility against anything German; the growing influence of religious groups and the issue of progressivism; the role of government and its responsibility to resolve social problems. In other words Prohibition sought to control behaviour and establish a common code of moral values in the USA. Finally, candidates need to be able to discuss why there was such strong support from individuals like J D Rockefeller, Heinz etc, the middle class, and ‘Big Business’. In weighing the evidence candidates need to explore the indicators of success: a reduction in individual alcohol consumption, which fell from 2.6 gallons in 1917 to 1 gallon per year in 1930. Arrests for drunkenness fell, as did deaths from alcoholism. There were fewer alcohol related accidents in the workplace. Even in 1933 Prohibition still had significant support. In 1933 to ensure the passing of the 21st Amendment Congress requested the election of special conventions to vote solely on passing of this Amendment. At Levels 1 and 2 candidates offer simple or more developed statements on why Prohibition lasted so long with either only implicit reference to reasons for its support and life span, or argument based on insufficient evidence. At Level 3, candidates should provide some sustained analysis related to why Prohibition lasted so long but the detail may be undeveloped in parts and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis about Prohibition and the reasons it lasted so long with some attempt to reach a reasoned judgement on why. At Level 5, the proposition will be central to the answer which will also be well informed and all relevant. Well - selected, and precise information will sustain the evaluation.</p> |

| Question Number | Question |
|-----------------|---|
| Q.4 | <p>How far do you agree that the demands of the war economy in the years 1941-45 created the basis for affluence in the USA in the period 1945-54?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> |
| | <p>The key issues here are whether or not the demands of the war economy in the years 1941-45 did create the basis of affluence in the period 1945-54. In 1938 President Roosevelt decided to re-arm the US, and in January 1939 Congress allocated \$500 million for military spending on both offensive and defensive weapons. By 1941 the military budgets had increased by four times the 1939 budget. The outcome of this was to create full employment and affluence in the US. Indicators of the impact of the demands of the war economy include growing employment opportunities, by 1942 unemployment had all but disappeared, 6.5 million women had joined the labour force by 1944 and there was a huge increase in labour union membership. Wages rose accordingly, working conditions improved, health insurance schemes and paid holidays were introduced. Further, the GNP rose from \$91.3 billion in 1939 to \$166.6 billion by 1945. Between 1941-45 farm income rose by 250% as a result of growing affluence. This increased affluence was sustained after 1945 due to the Economic Bill of Rights, 1944, the Selective Service Man's Readjustment Act, 1944, which provided post-war help with college fees, home and business ownership and the Employment Act of 1946. The Federal Mortgage Arrangement Act also fuelled a housing boom and stabilised home purchase security. However, the favourable trading position of the US after the Second World War provided the most important opportunities for the expansion of US exports, which in turn stimulated US industries and contributed to full employment in the period 1945-54. At Level 1 and 2 candidates offer simple or more developed statements about the demands of the war economy in the years 1941-45 with either only implicit reference to creating the basis of affluence in the period 1945-54 or argument based on insufficient evidence. At Level 3, candidates should provide some sustained analysis related to the demands of the war economy acting as the basis of affluence in the period 1945-54 but the detail may be hazy in places and/or with some imbalance or uncertainty as to chronology. At Level 4, there will be sustained analysis related to the demands of the war economy stimulating prosperity and acting as the basis of affluence in the period 1945-54 with some attempt to reach a reasoned judgement on the stated factor. Both propositions will be discussed. At Level 5, 'how far' the candidate agrees with the proposition will be explicitly addressed and sustained. The answer will be well informed and the well-selected information will be used to offer a sustained evaluation of the quotation.</p> |

Section B

C1 The United States, 1820-77: A Disunited Nation?

| Question Number | Question |
|-----------------|--|
| Q.5 | <p>Use Sources 1, 2 and 3 and your own knowledge. ‘An overwhelming commitment to property rights in slavery swept aside all reasoned opposition in the South to secession from the Union.’ How far do you agree with this view? Explain your answer, using the evidence of Sources 1, 2 and 3 and your own knowledge of the issues related to this controversy.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> <p>Source 1 outlines the economic value of slave holding to the South and its importance to the southern economy but distinguishes between the existence of slavery and the expansion of slavery as the basis of division. Candidates should pick up the issue of slavery expansion as being of significance in driving the South towards secession and they can develop this issue from their own knowledge. Source 2 focuses on the importance of property rights as the issue responsible for the commitment to secession by the South. But it does raise a further point, one of constitutional rights which the secessionists believed were being denied to the new states of Missouri and Texas when joining the Union in the period 1819 - 45. Source 3 provides clear support for the notion that ‘commitment to property rights in slavery swept aside all reasoned opposition to secession’. The author of this source highlights how there was a real fear that to secede would bring ‘war’ and highlights the growing divisions within the South over secession and the belief that it would lead to ‘suicide’ for their way of life. Level 1 and 2 responses are likely to sift the evidence, with some effective cross-referencing, and at Level 2 link to own knowledge for valid statements. Level 3 answers will reach a conclusion probably recognising that the argument is not just about property rights in slavery as such, but more to do with the attack on what many in the South saw as an attack on their constitutional rights. There is a clear recognition that the sources give different interpretations. Sources will be used with some confidence. For Level 4 look for sustained argument on relative merits of the various arguments. At Level 5, candidates will sustain their argument about the relative importance of the overwhelming commitment to property rights in slavery, and will explicitly address ‘swept aside all reasoned opposition to secession by the South from the Union’ on the basis of precisely selected evidence from the three sources and own knowledge. Candidates will discuss relative importance of the key factors, with explicit concentration on the ones identified in the question.</p> |

| Question Number | Question |
|-----------------|--|
| Q.6 | <p>Use Sources 4 and 5 and your own knowledge. How far do you agree that resistance to taxation in the South was the main factor in explaining its defeat in the Civil War? Explain your answer, using the evidence of Sources 4 and 5 and your own knowledge of the issues related to this controversy.</p> <p style="text-align: right;">(40)</p> |
| | Indicative Content |
| | <p>Source 4 gives a clear exposition of the Southern unwillingness to pay taxes or to support Confederate war bonds and good candidates should pick up on the implications of this for the South's defeat and particularly the implications of impressment. The hiding of the very items necessary for the war, shortages for the armies and cities, and the linked increase in desertion. Source 5 counters the proposition in the question and suggests that the will to fight in the South was very strong with '500,000 volunteers for the Confederate army in 1861'. The main factor according to this source for the defeat of the south was the loss of will to continue the fight because they 'had lost the means to do so'. Primarily it was military defeat which caused defection. This interpretation therefore challenges that in Source 4, which states it was Southern unwillingness to pay taxes and support the war effort financially. More able candidates will also pick up on the emphasis in Source 5 of the passion and commitment of the South. Source 5, however, links with Source 4 with references to a later loss of will for sacrifice and suggests that it was the high loss of life which led to the defeat of the Confederate forces, 97,000 Confederate troops by 1865 which caused defeatism. This is further supported in Source 4, which highlights the high rates of desertion in 1864 as soldiers returned to their farms to support their destitute families. Candidates own knowledge of the military roles of Robert E Lee, Grant and Sherman should be added to the evidence of the sources.</p> <p>The focus of good answers should be on the stated factor in the question, and a consideration of the other factors highlighted in the sources and from own knowledge. At Levels 1 and 2 most candidates will see differences in the interpretations identified in the sources with some cross-referencing, and at Level 2 a link to own knowledge. At Level 3 answers will reach a conclusion probably recognising that the debate is not all about the resistance to taxation by the south being the main factor in accounting for their defeat in the Civil War. Sources will be used with some confidence. For Level 4, look for sustained argument on the relative merits of the various arguments. At Level 5, candidates will sustain their argument about the relative importance of tax resistance on the basis of precisely selected evidence from both the sources and own knowledge. They could debate whether military defeat which caused defeatism was contingent on the South's ability to continue the war and that it was this that led to the defeat in the Civil War.</p> |

C2 The United States: 1917-54: Boom, Bust and Recovery

| Question Number | Question |
|-----------------|--|
| Q.7 | <p>Use Sources 6, 7 and 8 and your own knowledge. How far do you agree with the view that the inconsistencies in Hoover's policies in the period 1929-33 simply increased the agonies of the Depression? Explain your answer, using the evidence of Sources 6, 7 and 8 and your own knowledge of the issues related to this controversy.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> <p>Source 6 gives a clear exposition of the reasons for Hoover's actions during the early years of the Depression, the strong belief in voluntarism and the ability of the economy to 'right' itself. While Clements implies that these policies were mistaken, there is no implication that these policies were 'inconsistent', indeed he sees 'Hoover's problem that he would not abandon his two central beliefs'. The interpretation in Source 8, on the other hand, highlights the inconsistencies in Hoover's policies as he attempted to manage the crisis in the period 1929-33. Source 7 exemplifies other reasons for the extension of the Depression, the role of bankers etc failing to tackle the economic problems. Further, the inaction of the RFC which tended to work slowly or even ignore the public works and relief schemes for which it was responsible.</p> <p>Candidates' own knowledge of the period 1929-33, including why Hoover and Congress failed to turn the economy around, will be well integrated into the explanation/argument.</p> <p>At Levels 1 and 2 most candidates will see the differences in the debate produced by the sources. They are likely to sift the sources, with some effective cross-referencing, and at Level 2 begin to link own knowledge to the debate. Level 3 answers will reach a conclusion probably recognising that the argument is not all about the inconsistencies in Hoover's policies, and clearly recognising that the sources give different interpretations of Hoover's actions, whilst identifying other important factors in the debate, such as the lack of action by the Reconstruction Finance Corporation and the Republican belief in voluntarism and self-help. Sources will be used with some confidence. For Level 4, look for sustained argument on the relative merits of the interpretations. At Level 5, candidates will sustain their argument about the relative importance of the inconsistencies of Hoover's policies and its link to the increased agonies of the Depression on the basis of precisely selected evidence from both the sources and own knowledge.</p> |

| Question Number | Question |
|-----------------|--|
| Q.8 | <p>Use Sources 9, 10 and 11 and your own knowledge. How far do you agree with the view that the accomplishments of the New Deal were insufficient to meet the needs of the people of the United States in the period 1933-41? Explain your answer, using the evidence of Sources 9, 10 and 11 and your own knowledge of the issues related to this controversy. (40)</p> |
| | <p>Indicative Content</p> <p>Source 9 gives a clear exposition of the view of the limitations of the New Deal and how even after the creation of the alphabet agencies etc there still existed high levels of unemployment. Source 11 supports this view in that many individuals continued to rely on personal resources in order to survive, because the benefits from the federal government were still inadequate. On the other hand, Source 10 challenges these views by stating that many aspects of the New Deal legislation set precedents for future governments, the national system of old age pensions etc. In many respects this source shows the 'revolutionary' nature of the New Deal and its underlying principles, and Source 11 notes the significance of federal assistance 'often the difference between survival and going under'.</p> <p>Own knowledge of the period 1933-41 should be added to the source evidence and it will be integrated in support of a substantiated argument at L4/5. Below that level cross-referencing between the sources will indicate an understanding of the different views. Most candidates should know about the significance of Roosevelt and his role in the establishment of the various agencies, and the nature of opposition to these initiatives, and the strength and limitations of them.</p> <p>At Levels 1 and 2 most candidates will see differences in the arguments produced by the sources and draw basic conclusions. Level 2 answers should include some own knowledge of the period. At Level 3 a clear conclusion on whether the New Deal was insufficient in meeting the needs of the US in the period will be reached and sources will be used with some confidence. At Level 4, there should be some attempt to discuss accomplishment, and there should be a comment on, 'insufficient to meet the needs'. Source 11 points to both 'substantial' and 'only so far' and relevant own knowledge can be used to expand on both these aspects. At Level 5, candidates will discuss 'accomplishments' in relation to 'needs', employing clear criteria by which to measure 'insufficient'. Their answers will develop on the basis of reasoned judgements informed by precisely selected evidence from both sources and own knowledge.</p> |

Unit 3: Option D
The Challenge of Fascism

Section A

D1 From Kaiser to Führer: Germany, 1900-45

| Question Number | Question |
|-----------------|---|
| Q.1 | <p>‘The impact of the First World War merely heightened existing social and political tensions which had divided Germany before 1914.’ How far do you agree with this judgement?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> |
| | <p>This question addresses a major social and political theme in terms of the impact of the war on German society and the pre-existing tensions. Candidates are likely to address both areas. In terms of pre-war tensions they are likely to consider the geographical differences, religious division expressed in the powerful Catholic Centre Party, the resentments of the SPD, the fear of socialism and real democracy amongst the old elites etc. The impact of the war is likely to attract consideration of the initial ‘burgfrieden’, the impact on diet and working conditions, the growing discontent particularly after the turnip winter and the spate of strikes and the growing peace movement of 1917-18. The growing opposition at home and in the factories evidenced by the growing support for the Independent Socialists can be contrasted with the patriotic fervour of the ‘Fatherland’ groups. At Level 2 and below a descriptive approach to one or more of these issues is likely to be adopted. At Level 3 a case will be made either arguing for or against heightened division. The answer is likely to be unbalanced with probably a heavy emphasis on initial unity and despite the obvious signs of limited opposition, the remarkable discipline in the army and the hold of the Kaiser and his ministers on power till the autumn of 1918. At Level 4 there should be a real debate with the evidence for support of the war set against the obvious signs of real opposition in 1917-18, the division itself giving rise to the ‘stab in the back’ motif. At this level and above there should be references to the considerable divisions within Germany before the war. At Level 5, as well as a broad chronological perspective, look for a real balanced and evaluative analysis with an awareness of considerable variation, depending on location, class, and occupation, eg the ratings in the navy who triggered the rising of November appeared to be of very different sentiments to the vast bulk of the army who, despite defeat and the signs of temporary cracking, as on the 8th August 1918, for the most part carried out a disciplined retreat.</p> |

| Question Number | Question |
|-----------------|--|
| Q.2 | <p data-bbox="316 248 1434 338">‘The chaotic nature of the Nazi governmental structure explains the failures in German war production during the Second World War.’ How far do you agree with this judgement?</p> <p data-bbox="1378 338 1434 367" style="text-align: right;">(30)</p> |
| | <p data-bbox="316 374 544 403">Indicative Content</p> <p data-bbox="316 405 1434 891">This question targets the issue of the running of the German war economy and the reasons for its inadequacies. It can be argued that Albert Speer worked almost a miracle after 1942, massively improving on the existing chaos of 1939-41 but even he faced real obstacles in other power centres such as the party gauleiters, the web of Nazi bureaucracy and in the hold of the German army on industry and its pursuit of the best possible as opposed to quantity. At Level 2 there will probably be an essentially descriptive approach but at Level 3, candidates should begin to debate the proposition and examine the chaotic nature of governmental structures, probably producing a rather one sided case. At level 4 there should be a real debate about the causes of the inadequacies of German war production, showing a real awareness of possible different perspectives, including both the stated factor, the chaotic nature of governmental structures, and other possible explanations such as the fundamental weaknesses of the German economy, eg the relative backwardness of car and lorry production vis-à-vis Britain and the USA. At Level 5 there will be a sustained evaluative argument precisely supported with telling detail drawn from the whole period of the war, ie those of Todt’s time as armaments supremo as well as that of Speer.</p> |

D2 Britain and the Challenge of Fascism: Saving Europe at a Cost? c1925-60

| Question Number | Question |
|-----------------|--|
| Q.3 | <p>‘Between 1933 and 1937, the British public’s hostility to the confrontation of foreign powers left the National Government with no alternative to a policy of appeasing Hitler and Mussolini.’ How far do you agree with this judgement?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>This question addresses appeasement under MacDonald and Baldwin. Candidates are likely to address areas such as the state of public opinion as illustrated by such events as the Oxford Union debate of February 1933, the East Fulham by-election of September 1933 and the Peace Ballot of 1935; government attitudes and policies to German rearmament, the occupation of the Rhineland, the Italian attack on Abyssinia and Italian and German intervention in the Spanish Civil War. At Level 2 and below a descriptive approach to one or more of these issues is likely to be adopted. At Level 3 a case will be made either arguing for or against this explanation of appeasement. The answer is likely to be unbalanced, with probably a heavy emphasis on the influence of public opinion particularly before the 1935 general election. At Level 4 there should be a real debate with consideration of the many other influences on the shaping of government policy, eg the state of the economy, fear of the USSR, US isolationism, concerns about Japan etc. At Level 5 look for a real balanced and evaluative analysis with an awareness of variation in public opinion and its effects, notably the clear hostility to Italy late in 1935 when it was public opinion which sought confrontation and the government which sought to avoid it. Likewise the far greater susceptibility of Baldwin compared to Chamberlain to perceived public opinion might be considered.</p> |

| Question Number | Question |
|-----------------|---|
| Q.4 | <p>‘The British bombing offensive of 1942-45 failed to inflict crucial damage on the German war machine.’ How far do you agree with this opinion?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>This question targets the issue of the military pros and cons of the bombing offensive of 1942-45. This covers the period from the arrival of Harris as head of Bomber Command, through the extensive Ruhr bombing of 1942-43, the devastation of Hamburg in 1943, the attempts to lay waste Berlin in 1943-44 and finally the utterly destructive final phase of 1944-45. Candidates may offer the widely held view that it was a strategic mistake for Britain, costing more than it damaged the German economy. Others may argue a very different perspective and see it in a much more positive light both in terms of direct results and indirect ones. At Level 2 there may be an essentially descriptive approach. At Level 3, candidates should begin to argue a case although this may be one-sided. At Level 4 a real awareness of the different arguments possible should be attempted with appreciation of the essential failure and cost of the campaign against Berlin but the real devastation created in the Ruhr and Hamburg. At Level 5 there will be a sustained evaluative argument precisely supported, which is likely in part to be deployed in making a case about the indirect effects such as the destruction of the German air force and the massive diversion of resources forced on Germany.</p> |

Section B

D1 From Kaiser to Führer: Germany, 1900-45

| Question Number | Question |
|-----------------|---|
| Q.5 | <p>Use Sources 1, 2 and 3 and your own knowledge. ‘Decisions made in Berlin from 1900 determined the outbreak of war in Europe in August 1914.’ How far do you agree with this opinion? Explain your answer, using the evidence of Sources 1, 2 and 3 and your own knowledge of the issues related to this controversy. (40)</p> |
| | <p>Indicative Content</p> |
| | <p>The question addresses responsibility for the outbreak of war in 1914 and each source adopts a different perspective. Source 1 takes a broad over-view, addressing some of the long-term tensions but clearly sees German decisions as being behind worsening Anglo-German relations and points to German aggression and the importance of the domestic context. The focus of Source 2 is on the July Crisis and implies a lack of planned aggression with Germany merely reacting to events, although there is reference to the ‘blank cheque’. Source 3 might be said to support the stated factor but sees Germany and its leaders as trapped by previous military planning rather than wilful aggression in 1914. Candidates should address both the longer term causes and the events of 1914. At Level 2 there may be some cross referencing of the sources or extensive own knowledge displayed. At Level 3, candidates should begin to integrate the sources and own knowledge, probably producing a rather one sided case either supporting the proposition or refuting it. References in the sources to such important factors as the ‘blank cheque’ and ‘the Schlieffen Plan’ may be expanded upon using own knowledge. At Level 4 and above the differing approaches of the three writers to the importance of German decisions in precipitating war will be appreciated and debated. At Level 5 candidates will debate the proposition and reach reasoned judgement. Candidates may recognise the historiographical contexts with Wehler influenced by the Fischer thesis and Keegan serving up a variant on AJP Taylor’s ‘War by Timetable’.</p> |

| Question Number | Question |
|-----------------|---|
| Q.6 | <p>Use Sources 4, 5 and 6 and your own knowledge. ‘The Nazi regime depended more on its broad popularity than on terror in the years 1933-39.’ How far do you agree with this opinion? Explain your answer, using the evidence of Sources 4, 5 and 6 and your own knowledge of the issues related to this controversy. (40)</p> |
| | <p>Indicative Content</p> <p>The question addresses the role of terror and the popularity of the Nazi regime in the six peacetime years of the Third Reich and each source adopts a different perspective. Source 4 takes a view which emphasises the popularity of the regime amongst many Germans as the title of the book indicates. The focus of Source 5 places the emphasis firmly on the all pervading role of terror in cementing the power of the National Socialist regime. Source 6 might be said to support a compromise position, acknowledging the very real nature of terror and repression but stressing its selective nature and sharing with 4 an opinion that there was widespread support for the terror itself. At Level 2 there may be some cross referencing of the sources or extensive own knowledge displayed on the popular measures adopted by the Nazis in these years and not referred to here, eg reduction in unemployment, increased welfare payments, greater international prestige etc. At Level 3, candidates should begin to integrate the sources and own knowledge, probably producing a rather one sided case either supporting the proposition or refuting it. References in the sources to such important factors as the instruments of control listed in Source 5 may be expanded upon using own knowledge. At Level 4 and above the differing approaches of the three writers to the importance of terror in cementing the hold of the regime will be appreciated and debated. Candidates at this level may consider the changing numbers of inmates in the camps as an index of terror. Certainly the numbers in the 1930s never approached those in the Russian Gulag. Candidates may recognise the historiographical contexts and expand on the view points of Gellately who has written extensively on the Gestapo from the revisionist perspective and Evans who has written on the role of the ordinary prisons as important supplementaries of terror to the better known concentration camps. Look for those who expand on Johnson’s point of selectivity with own knowledge and possibly explore the fact that Evans quotes an ‘elderly worker’ in his chilling conclusion. At Level 5 candidates will debate the proposition and reach reasoned judgements.</p> |

D2 Britain and the Challenge of Fascism: Saving Europe at a Cost? c1925-60

| Question Number | Question |
|-----------------|--|
| Q.7 | <p>Use Sources 7, 8 and 9 and your own knowledge. ‘The Munich Settlement of September 1938 was a disaster for Britain.’ To what extent do you agree with this opinion? Explain your answer, using the evidence of Sources 7, 8 and 9 and your own knowledge of the issues related to this controversy.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> |
| | <p>This question targets the issue of the virtues and vices of the Munich Settlement. Source 7 offers the widely held view that it was a military disaster for Britain. Source 8 offers a very different perspective and sees the Settlement as a diplomatic triumph for Chamberlain and all those who felt that the Versailles Settlement of 1919 was unfair to Germany and as such fuelled the threat of renewed war. Source 9 directly refutes 7, arguing that there was no possibility that War in 1938 would have produced Germany’s defeat and saved Czechoslovakia. At Level 1 candidates will offer some simple statements drawn from either the sources or own knowledge. At Level 2 there may be some cross referencing of the sources or extensive own knowledge displayed. At Level 3, candidates should begin to integrate the sources and own knowledge, probably producing a rather one sided case agreeing with either 7 or 8 and 9. At Level 4 there should be a real debate about the nature of the differing analyses showing a real awareness of the different perspectives of the three sources, which will be expanded upon. There should be an appreciation of the difference between the central thrust of 8, essentially moral, and 9, essentially pragmatic or cynical. At Level 5 there will be a sustained evaluative argument precisely supported from both sources and considerable own knowledge. The latter is likely to be deployed in making a case about the state of rearmament hinted at in 9 and the possibility of Soviet help in 1938.</p> |

| Question Number | Question |
|-----------------|---|
| Q.8 | <p>Use Sources 10 and 11 and your own knowledge. ‘Although the Second World War inflicted some economic damage on Britain, it also stimulated considerable economic progress.’ How far do you agree with this judgement with regard to the years 1945-60? Explain your answer, using the evidence of Sources 10 and 11 and your own knowledge of the issues related to this controversy.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> <p>This question addresses the economic consequences of the Second World War in the fifteen years after 1945. Candidates are likely to address areas such as the extensive bomb damage, loss of lives, loss of export markets, damage to the merchant marine, massively heightened taxation, increased government regulation and stifling of efficiency and productivity in the debit column. Improved medical technology, stimulation to advanced electronics, aircraft engineering and new industries in general might all be assessed in the other side of the equation. Source 10 clearly takes a positive view and Source 11 an almost wholly negative one. At Level 1 candidates will offer some simple statements drawn from either the sources or own knowledge. At Level 2 there may be some cross referencing of the sources or extensive own knowledge displayed. At Level 3 a case will be made either arguing for or against one side of the proposition. The answer is likely to be unbalanced with probably a heavy emphasis on the negative approach. At this level, candidates should begin to integrate the sources and own knowledge, probably producing a rather one sided case agreeing with either 10 or 11. At Level 4 there should be a real debate with consideration of the gains as well as losses and about the nature of the differing analyses showing a real awareness of the different perspectives of the two sources, which will be expanded upon. Clearly 10 sees the war as engendering a positive spirit of innovation and 11 as encouraging hostility to innovation and improved work practices. Candidates may use their own knowledge to expand on this with reference to increased trade union power in the post-war world. Candidates may wish to challenge with their own knowledge the assertions in 10 about the new industries, all of which mentioned here were well established pre-war. Look at this level and above for real appreciation of the treatment of full-employment, seen as wholly positive in 10 and having negative effects in 11. At Level 5 look for a real balanced and evaluative analysis with an awareness of the complex interplay of results, eg the extensive bomb damage was in many cities slum clearance.</p> |

Unit 3: Option E
War and Peace: 20th Century International Relations

Section A

E1 The World in Crisis, 1879-1941

| Question Number | Question |
|-----------------|--|
| Q.1 | <p>How far do you agree that the system of European alliances in the period 1879-1914 made the outbreak of a world war more, rather than less, likely?</p> <p style="text-align: right;">(30)</p> |
| | <p>Indicative Content</p> <p>The key treaties in the European alliance systems are: Dual Alliance (Austria-Germany) 1879; League of Three Emperors, 1881; Triple Alliance (Italy added), 1882; Conference of Berlin, 1885, may be used to demonstrate attempt to settle colonial differences. Reinsurance Treaty (Germany & Russia), 1887. French-Russian military convention, 1893, leading to Dual Entente. <i>Entente Cordiale</i> (Britain and France, 1904); Anglo-Russian entente, 1907. The two Moroccan crises, 1905-6 & 1911 should also be known along with the crises in the Balkans from 1908 and the two peace treaties of London & Bucharest, which fail to prevent future problems. This information should be drawn on to provide a reasoned argument. At Levels 1 and 2 simple or more developed statements will provide either only implicit argument or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis but the detail may be hazy in places or the answer chronologically skewed. At Level 4, there will be sustained analysis about the alliance system with some attempt to reach a reasoned judgement on 'how far'. At Level 5, 'how far' will be central in an answer which will be well informed, with well-selected information and a sustained evaluation.</p> |

| Question Number | Question |
|---------------------------|---|
| Q.2 | <p>‘Disarmament policies and diplomatic cooperation by the major powers in the 1920s and early 1930s reflected a temporary absence of international tensions rather than a longer-term commitment to peace.’ How far do you agree with this view?</p> <p style="text-align: right;">(30)</p> |
| Indicative Content | |
| | <p>The key treaties here are the Washington Naval Treaties (1921-2) relating to arms limitation and the Geneva Disarmament Conference of 1932-3 which failed to reach agreement. Candidates should know about both Locarno (1925) and the Kellogg-Briand Pact (1928) which provided for renunciation of war but which failed to achieve its key objectives. Candidates might wish to note the extent of US involvement in diplomacy and disarmament, perhaps to question the degree of isolationism but, in respect of this question, to argue the extent to which muted US involvement in European affairs indicated less than total commitment to peaceful solutions to questions. The same question will need to be asked of the other major powers, particularly perhaps the USSR (whose diplomacy might be considered to be internal security and ideology driven) and Britain & France, who arguably wished to defuse tensions and tried to work through the League to achieve their objectives. The question requires stronger candidates to engage both with the proposition that this period saw fewer international tensions (perhaps because of war-weariness/‘never again’ and perhaps because of limited resources) and also with the extent of commitment to long-term solutions. Continued marginalisation of Germany as a great power might be considered as evidence in support of the view that there was no long-term commitment except on ‘own terms’. At Levels 1 and 2 simple or more developed statements will provide either only implicit argument on the quotation or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis related to the quotation but the detail may be hazy in places and/or more on one side of the proposition than the other. At Level 4, there will be sustained analysis about the alliance system with some attempt to reach a reasoned judgment on extent to which candidate agrees. Both sides will be discussed. At Level 5, ‘how far’ agreement will be central in an answer which will be well informed, with well-selected information and a sustained evaluation.</p> |

E2 A World Divided: Superpower Relations, 1944-90

| Question Number | Question |
|-----------------|---|
| Q.3 | <p>How far was the nuclear arms race a threat to world peace in the years 1949-62? (30)</p> |
| | <p>Indicative Content</p> <p>Candidates should have knowledge about the key features of the nuclear arms race in the 1950s, including the rate of build up. US hydrogen bomb plans 1950 & test 1952, followed by extensive arms programme. USSR 'H' bomb response 1953. Intercontinental ballistic missiles from 1958. Also diplomacy between USA and USSR, with USSR proposing ways of joining NATO and other gestures which could be seen as conciliatory - eg proposal of European Security Area (1954). Against this, there are instances where diplomacy seems not to work: rejection of European security arrangements; tensions over Korea and Communist China and over Hungary in 1956; perceived threat of Communist 'empire' via satellite states; U2 spy plane incident 1960; increased USSR links with Cuba from 1950-62; extent to which Cuban missiles crisis threatened the world via mutual use of nuclear weapons. Candidates are required to debate a proposition, and particularly how easily the nuclear threat was contained in years before 1962. At Levels 1 and 2, students offer simple or more developed statements about the nuclear threat with either only implicit reference to nature/extent of threat or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis related to nature of threat but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis about the nuclear threat to world peace with some attempt to reach a reasoned judgment on how far it threatened world peace. At Level 5, 'how far' the candidate agrees with the proposition will be explicitly addressed and sustained. The answer will be well informed and the well-selected information will be used to offer a sustained evaluation of the quotation.</p> |

| Question Number | Question |
|-----------------|---|
| Q.4 | <p>How important to the United States' management of its cold war diplomacy were relations between the USSR and China in the years 1962-76? (30)</p> |
| | <p>Indicative Content</p> <p>Candidates should know about the key elements in US cold war diplomacy from the end of the Cuban missiles crisis to the beginning of crisis over continuing with détente in the mid-1970s. They are likely to mention under 'diplomacy': the 'hot-line', proposals for banning of nuclear tests, impact of Vietnam conflict on superpower relations; anti-Ballistic missiles (for possible use against China); Non-Proliferation Treaties and the beginning of SALT (1969). On Sino-Soviet relations, candidates may mention: Mao's concerns that Khrushchev was too 'soft' on the west - especially over Cuba; the impact of the Cultural Revolution in virtually eliminating contact; border clashes from 1968-73; US exploitation of the ideological rift by introducing diplomatic relations with China - 'ping-pong' diplomacy; somewhat improved relations in last years of Mao. Important for candidates to show links between US-Soviet relations and Soviet relations with China over the period.</p> <p>At Levels 1 and 2 simple or more developed statements about cold war diplomacy in selected years, although chronology may be vague (especially at Level 1). There will be either only implicit argument on 'how important' or assertions/limited argument based on insufficient evidence. At Level 3, students should provide some sustained analysis related to importance of US management of cold war diplomacy, but the detail may be hazy in places and/or with some imbalance or uncertainty as to chronology. At Level 4, there will be sustained analysis about US management of cold war diplomacy specifically in the context of changing relations between USSR and China but with other references to enable judgment of relative importance of selected factor to be assessed. Both propositions will be discussed. At Level 5, 'how important' the selected factor was will be central to the answer which will also be well informed and all relevant. Well-selected, and precise information will sustain the evaluation.</p> |

Section B

E1 The World in Crisis, 1879-1941

| Question Number | Question |
|-----------------|---|
| Q.5 | <p>Use Sources 1, 2 and 3, and your own knowledge.</p> <p>How far do you agree with the view that the United States' attitude to European diplomacy in the 1920s and early 1930s explains the weaknesses of the League of Nations?</p> <p>Explain your answer, using the evidence of Sources 1, 2 and 3 and your own knowledge of the issues related to this controversy.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> <p>Source 1 provides a fairly standard account of the 'constitutional' failings of the League which candidates should link with their own knowledge for greater depth and development. Source 2 provides evidence on why the US was opposed to significant European entanglements and also speaks briefly of domestic political reasons why the US became more isolationist. Source 3 could be linked to the evidence of Source 1 to provide ballast supporting the more theoretical arguments of the latter for League impotence in a crisis. Candidates' own knowledge should be added to the source evidence and will be integrated into that evidence in support of an argument at Levels 4/5. It is acceptable to enter riders about apparent League successes, especially in the 1920s, but the focus of good answers should be on reasons for failure. These need not be restricted to the two here, although, well-handled, maximum marks can be awarded to candidates who do debate the relative importance of these two. At Levels 1/2 most candidates will see differences in the arguments produced by the sources. At Level 3 a clear conclusion about reasons for League weaknesses linked to understanding about US attitudes will be offered and the sources will be used with some confidence. At Level 4, there should be at least some attempt to discuss the relative importance of US attitudes; at Level 5 candidates will present a reasoned judgement about the importance of US attitudes to European diplomacy in explaining League weaknesses and the answer will be informed by precisely selected evidence from both sources and own knowledge.</p> |

| Question Number | Question |
|-----------------|--|
| Q.6 | <p>Use Sources 4, 5 and 6, and your own knowledge. How far do you agree with the view that it was German expansionist ambitions which explain why war broke out in Europe in 1939? Explain your answer, using the evidence of Sources 4, 5 and 6 and your own knowledge of the issues related to this controversy.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> <p>Source 4 gives candidates opportunity to draw evidence about an alternative interpretation to the dominant one of German expansionism. They should be able to discuss Britain and France as great powers. Source 5 gives evidence that there was at least ambivalence about German desire to go to war and Source 6 provides useful context on reasons for going to war based on Franco-British calculations about their ability to win. Evidence about the arms build-up on both sides can be linked to own knowledge. Candidates are likely to use own knowledge to identify German ambitions and its aggression in achieving them, perhaps with special reference to Czechoslovakia and Poland, although it is relevant to go further back and make use of Hitler's own pronouncements about <i>Lebensraum</i>. Levels 1/2 responses are likely to sift the evidence, with some effective cross referencing, and at Level 2 link to own knowledge for valid statements. Level 3 answers will reach a conclusion probably recognising that the argument is not all about expansionism and clearly recognising that the sources give different interpretations. Sources will be used with some confidence. For Level 4, look for sustained argument on relative merits of the various arguments. At Level 5, candidates will sustain their argument about the relative importance of German expansionist ambitions on the basis of precisely selected evidence from both sources and own knowledge. They might be able to challenge arguments from the sources. For example, they could debate whether the great-power argument deployed in Source 4 is anyway contingent on Hitler's actions - and that his threats threatened their continued great-power status.</p> |

E2 A World Divided: Superpower Relations, 1944-90

| Question Number | Question |
|--|--|
| Q.7 | <p>Use Sources 7 and 8 and your own knowledge. How far do you agree with the view that the origins of the Cold War in 1945 and 1946 owed much to ideological differences and little to personalities and conflicting national interests? Explain your answer using the evidence of Sources 7 and 8 and your own knowledge of the issues related to this controversy.</p> <p style="text-align: right;">(40)</p> |
| Indicative Content | |
| <p>Source 7 gives a clear exposition of the 'ideological argument' and good candidates may pick up on the significance of 'crusade'. The perspective is Western. Source 8 concentrates on Eastern (specifically Stalin) perspectives and concentrates on short-term, even contingent issues - the death of the trusted Roosevelt and the dropping of the A-bomb. Suggests that Stalin was looking for partnership after 1945 but frustrated by events. Makes reference to Stalin's personality as an important factor changing events.</p> <p>Candidates' own knowledge of 1945-46 should be added to the evidence of the sources. Most candidates should know about the significance of Yalta, Potsdam and the emergence of zones of influence in Germany. They may also produce evidence of growing US fears of what they saw as Soviet expansionism. Churchill's Fulton, Missouri, speech might also be used as clear-cut evidence of the West's growing belief that the gulf between East and West had become unbridgeable.</p> <p>The focus of good answers should be on these two different interpretations of the origins of the Cold War, although other factors may be considered. Well-handled, maximum marks can be awarded to candidates who confine their responses to these aspects of the controversy. At Levels 1/2 most candidates will see differences in the arguments produced by the sources and draw basic conclusions. Level 2 answers should include some own knowledge. At Level 3 a clear conclusion will be reached and the sources will be used with some confidence. At Level 4, there should be at least some attempt to discuss the relative strength of the arguments on the basis of confident use of the presented sources and good understanding of the issues under debate; at Level 5 candidates will discuss relative importance on the basis of reasoned judgments informed by precisely selected evidence from both sources and own knowledge. They may wish to argue that ideological differences and conflicting national interests are not necessarily polar opposites.</p> | |

| Question Number | Question |
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| Q.8 | <p>Use Sources 9, 10 and 11 and your own knowledge. How far do you agree with the view that the Cold War came to an end because of popular protests in Eastern Europe which the USSR was powerless to resist? Explain your answer, using the evidence of Sources 9, 10 and 11 and your own knowledge of the issues related to this controversy.</p> <p style="text-align: right;">(40)</p> |
| | <p>Indicative Content</p> <p>Source 9 suggests that personalities - and specifically those of Reagan and Gorbachev - are important here. It draws attention also to declining hostility between the superpowers. The clear inference might be drawn that this Source suggests a quite different reason for the end of the Cold War from that suggested in the question. By contrast, Sources 10 and 11 concentrate on protests in the East. Source 10 concentrates on the 'upheavals' of 1989 and on the challenge to the Soviet Union. The interpretation rests in part on the 'sandpile' theory - one more grain. The emphasis is also on contingency rather than lack of planning. Source 11 concentrates on Soviet - and especially Gorbachev's - reaction to popular protest in East Germany. For Ferguson, the critical point is that the USSR does not attempt to impose its own military solution on a satellite state. Good candidates should be able to infer the contrast between this and most earlier Soviet reactions.</p> <p>Candidates' own knowledge should be added to the evidence of the sources and will be integrated into that evidence in support of a sustained argument at Levels 4/5. Students should concentrate predominantly on the 1980s and it is acceptable to concentrate on 1985-9. Those who wish to argue the case for the West's more powerful economy and the widening gap in living standards (which is relevant in context) may well begin their discussion rather earlier. From the 1980s, candidates are likely to know about the policies pursued by Reagan and Gorbachev, and particularly perhaps Gorbachev's attempt to manage diplomacy in a different way from his predecessors, criticising the Brezhnev years in particular. The Reykjavik summit on disarmament (1985) nevertheless failed. The Moscow summit of 1988 produced much more agreement, in part because of Soviet changes of policy on its troops in Afghanistan. In the East, students should know about Polish challenges to the USSR and of the significance of Solidarity, in addition to references (perhaps cross-referred to sources) about East Germany. Developments in other satellite states are relevant but are not likely to be known in such detail.</p> <p>At Levels 1/2 most candidates will see differences in the arguments produced by the sources. At Level 3 a clear conclusion on why the Cold War came to an end will be reached and the Sources will be used with some confidence. At Level 4, there should be at least some attempt to discuss the relative importance of both the selected factor and others and there should be comment on the extent of Soviet 'powerlessness'. It is, of course, perfectly valid to argue that the USSR continued to have the 'power' but was making policy choices in not using it. At Level 5, candidates will discuss relative importance of key factors, with some concentration on the one identified in the question. Their answers will develop on the basis of reasoned judgements informed by precisely selected evidence from both sources and their own knowledge of the issues related to this controversy.</p> |

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