



Rewarding Learning
ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2009

History

Assessment Unit AS 1

assessing

Module 1

[ASH11]



FRIDAY 16 JANUARY, AFTERNOON

TIME

1 hour 30 minutes.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number on the Answer Booklet provided.
Choose **one** option.
Answer question **1(a)** or **1(b)** and question **2** from your **chosen option**.
Indicate clearly on your Answer Booklet which option you have chosen.

INFORMATION FOR CANDIDATES

The total mark for this paper is 80.
Quality of written communication will be assessed in **all** questions.
Question 1 in each option is worth 12 marks. You are expected to present an explanation and show understanding of appropriate concepts and arrive at judgements which are substantiated with factual evidence. You should spend 15 minutes on this question.
Question 2 in each option is worth 68 marks. You are expected to interpret, evaluate and use source material in its historical context.

OPTION 1 RELIGIOUS CHANGE IN ENGLAND 1520–1547

Answer question 1(a) or 1(b) and question 2.

1 Either

(a) Assess the extent of Lollardy in pre-Reformation England. [12]

Or

(b) Assess the role of Parliament in bringing about the English Reformation between 1529 and 1536. [12]

2 Read the sources and answer the questions which follow:

Source 1

Extract from the Act for the Dissolution of the Lesser Monasteries, passed in March 1536 on the order of King Henry VIII and Thomas Cromwell.

Sinful, corrupt and hateful practices are committed daily in the small abbeys, monasteries, priories and other such religious houses of monks and nuns where the number living in them is under twelve persons. The rulers of these religious houses waste the valuable assets in their churches and all their other goods. This brings extreme displeasure to Almighty God, an insult to good religion and shame to the King and his realm if it should continue without a response. There can be no reform of this problem unless such small religious houses are utterly suppressed.

Source 2

Extract from the answers given by Robert Aske when questioned during his imprisonment in the Tower of London in April 1537. Aske was the younger son of a Yorkshire landowner and the leader of 'The Pilgrimage of Grace'.

The abbeys in the north of England gave great help to poor men and worthily served God. When they were closed, service to Almighty God was reduced. Many of the abbeys were in the mountains where the people were ignorant of religious knowledge and, while the abbeys were there, these people received help for the needs of their bodies as well as obtaining religious teaching. The abbeys helped the poor with money and educated boys, while the nunneries taught girls to lead good lives. Monks also repaired the sea walls and dykes, bridges and roads.

Source 3

Extract from Keith Randell, *Henry VIII and the Reformation in England*, published in 1993.

When most historians believed in the largely 'Protestant' interpretation that the monasteries were rotten and unpopular, and collapsed with the slightest of nudges from Henry VIII, there was no need to explain the absence of widespread unrest. But since most historians now maintain that the dissolution was an act of state carried out against reasonably healthy and popular institutions, the issue has become much more relevant. It has become necessary to provide an explanation for the ease with which Henry VIII got his way.

- (a) **Study Source 1.** How useful is it as evidence for an historian studying contemporary attitudes to religious houses in England? [13]
- (b) **Sources 1 and 2** provide differing contemporary views on the contribution made by religious houses to English life. **How**, and **why**, do they differ? [25]
- (c) Using **all** the sources, **and** your own knowledge, assess the extent to which religious reasons were responsible for the dissolution of the monasteries. [30]

OPTION 2 CONFRONTATION IN ENGLAND 1603–1629

Answer question 1(a) or 1(b) and question 2.

1 Either

- (a) Assess the impact of royal favourites on political developments in England between 1603 and 1629. [12]

Or

- (b) Assess the impact of population growth in England between 1603 and 1629. [12]

2 Read the sources and answer the questions which follow:

Source 1

Extract from a letter from Simon Contarini, Venetian ambassador in Spain, to the government in Venice, 24 May 1603. In this extract he is reporting on Spanish attitudes to the accession of King James I to the throne of England.

King Philip III of Spain is entirely occupied with the idea of peace with England and has abandoned all other business. He has instructed all his ships not to harass English ones and, if English ships arrive in Spanish harbours with documents signed by the English King, they are to be welcomed. Spaniards are greatly relieved at the death of Queen Elizabeth and believe that the situation in the Netherlands already looks more favourable for Spain. The Queen's death has, within a few days, changed Spanish opinion about their position in the Netherlands from despair to hope.

Source 2

Extract from a speech by King James I of England to the English Parliament, March 1604. In this extract he is referring to his new relations with Spain, which were soon to be formalised in the Treaty of London.

The first blessing which God has sent you through me is peace. This is no small blessing to a Christian country. When there is peace abroad, towns flourish, trade increases and all kinds of people enjoy freedom to get on with their business without danger or disturbance. I do not guarantee that peace will continue, but I can assure you that I will never be the cause of breaking it. I will not end peace unless it is a matter of honour or is necessary for your well being. In these circumstances, a secure and honourable war is preferable to an insecure and dishonourable peace.

Source 3

Extract from Christopher Durston, *James I*, published in 1993.

An early initiative following James I's accession was the ending of the Elizabethan War with Spain by the Treaty of London of 1604. This move was in line with the new King's approach to foreign affairs. Another central objective of English diplomacy should have been to prolong the conflict in the Netherlands, which was an enormous drain on Spain's resources and limited major offensive action elsewhere in Europe. In 1609 the Spanish and Dutch agreed on a 12 year truce. This development was a major setback for England. James should have encouraged the Dutch to keep fighting.

- (a) **Study Source 1.** How useful is it as evidence for an historian studying Spain's attitude towards the accession of James I? [13]
- (b) **Sources 1 and 2** provide differing contemporary accounts of the reasons for the peace between England and Spain in 1604. **How**, and **why**, do they differ? [25]
- (c) Using **all** the sources, **and** your own knowledge, assess the extent to which King James I's foreign policy between 1603 and 1625 was in England's interests. [30]

OPTION 3 REACTION AND REFORM IN ENGLAND 1815–1841

Answer question 1(a) or 1(b) and question 2.

1 Either

- (a) How successful were the economic and social reforms of Lord Liverpool's Government between 1822 and 1827? [12]

Or

- (b) To what extent were the Whigs responsible for their decline by 1841? [12]

2 Read the sources and answer the questions which follow:

Source 1

Extract from a letter from the Duke of Wellington, leader of the Tory Party, to a colleague, the Duke of Buckingham, June 1832. Wellington had unsuccessfully opposed the passing of the Reform Act of 1832.

In spite of all my efforts, it was not in my power to prevent the passing of a Bill which will cause great mischief for our country. The government of England is now destroyed. After the general election, there will be a new Parliament, which will be incapable of conducting the business of the nation properly. Moreover, this Parliament will be unable to protect the lives and property of the King's subjects. I hear very bad accounts of the election that is taking place. I don't believe that men of property will now be willing to stand as candidates and take part in a political system which will undermine the Church, the Lords and the Throne.

Source 2

Extract from the *Poor Man's Guardian*, 27 October 1832. This was a widely read working-class newspaper established in 1831 which had opposed the Reform Bill from the beginning.

It is clear that we gain nothing from this Reform Act. The Whigs promoted the Reform Bill to consolidate their power by winning the support of the middle classes. The only difference between the Whigs and the Tories is this: the Whigs give you the impression of seeking reform, while the Tories would not even give such an impression. This is because they know that, once the process of reform has begun, it cannot be stopped. For the Whigs, the merit of the Reform Act is that it strengthens existing institutions and proves a barrier against change.

Source 3

Extract from the *Leeds Mercury*, 9 June 1832. Founded in 1815, this newspaper, edited by Edward Baines, a prominent businessman, had always supported parliamentary reform.

The only way in which we can repeal the Corn Laws and ease the burden of unfair taxes is through a reformed Parliament. This Reform Act means that the victory of the people is now secured. This Act will deliver a deathblow to the old system of corruption and abuse in politics. The Reform Act will be as important to our political history as the Reformation was to religion. It will also promote the prosperity of the nation.

- (a) **Study Source 1.** How useful is it as evidence for an historian studying the Reform Act of 1832? [13]
- (b) **Sources 1 and 2** provide differing contemporary attitudes to the Reform Act of 1832. **How, and why,** do they differ? [25]
- (c) Using **all** the sources, **and** your own knowledge, assess the impact of the Reform Act of 1832 on the development of the parliamentary system up to 1841. [30]

OPTION 4 THE ROAD TO REVOLUTION IN EUROPE 1823–1848

Answer question 1(a) or 1(b) and question 2.

1 Either

- (a) How far were economic factors responsible for the outbreak of the revolutions in the Habsburg Empire in 1848? [12]

Or

- (b) How far would you agree that the failure of the revolutions in Germany in 1848 was due to King Frederick William IV of Prussia? [12]

2 Read the sources and answer the questions which follow:

Source 1

Extract from a declaration by Gustavo Modena, a leading nationalist and supporter of the revolution in Venice. The revolution was supported by the working classes and peasants. Modena's declaration was distributed by hand in Venice shortly after the city had been declared a Republic on 22 March 1848.

We do not support communism or the undermining of government by the working classes and peasants. We do not want government from the streets. We demand respect for property and the equality of all before the law. Without resorting to riots, we insist on full freedom of thought and speech, as well as free discussion. We will seek to improve the conditions of all people who work hard to improve their material situation.

Source 2

Extract from an anonymous article in *The Italian People*, a newspaper in Lombardy, June 1848. The article is expressing the views of the peasantry in Lombardy who initially supported the revolution but later turned against it.

Is the right of the poor man less than that of the rich one? We demand the abolition of personal taxes and the return of the communal lands. If the rich, who already charge us high rents, also had the right to make laws, they would exploit us even more. It is better for us to nominate Charles Albert as King of Lombardy who, by drafting laws and ensuring that they are respected, will at least protect our interests a little and challenge the greed of the rich.

Source 3

Extract from Nick Pelling, *The Habsburg Empire, 1815–1918*, published in 1996.

Social and political divisions were a key reason for the failure of the revolutions in the Italian states. Tensions developed between the various groups of Italian nationalists. Some of these nationalists were republicans, while others were liberals. The liberals were also split between those who looked to the Pope for leadership and those who looked to Piedmont. These divisions were made worse by underlying class tensions. Middle-class reformers saw the working classes and peasants as a useful means of intimidating the authorities but also regarded them as politically dangerous because of their radical aims. Mob violence unnerved many of the more educated middle-class reformers.

- (a) **Study Source 1.** How useful is it as evidence for an historian studying the attitudes of the revolutionaries in the Italian states in 1848? [13]
- (b) **Sources 1 and 2** provide differing contemporary views of the revolutions in the Italian states. **How**, and **why**, do they differ? [25]
- (c) Using **all** the sources, **and** your own knowledge, assess to what extent divisions among the revolutionaries were responsible for the failure of the revolutions in Italy in 1848. [30]

OPTION 5 THE NAZIS AND GERMANY 1919–1945

Answer question 1(a) or 1(b) and question 2.

1 Either

- (a) How far was the Versailles Treaty responsible for the problems the Weimar Republic faced between 1919 and 1923? [12]

Or

- (b) How successful were the economic policies of the Nazis between 1933 and 1939? [12]

2 Read the sources and answer the questions which follow:

Source 1

Extract from the memoirs of Lina Haag, a member of the German Communist Party (KPD), published in 1947. She was imprisoned by the Nazis from 1935 to 1938. This extract is describing her experience as a political prisoner in Lichtenburg concentration camp.

We were lined up in one of the courtyards of that hellish place. There were about 30 women: political prisoners, Jews, criminals and prostitutes. The merciless female guards from the SS circled us and the wolfhounds with them strained threateningly at their leashes. Later on the Nazi women's leader Scholtz-Klink made an inspection visit. She probably did not visit the dark isolation cells or observe a flogging. Both were essential re-education methods. The camp commandant assured her that there was no hardship. We stood there and listened with fixed expressions. For a beating we were tied naked to a wooden post and a warder flogged us with a dog whip as long as she could. No one protested because everyone wanted to live.

Source 2

Extract from Heinrich Himmler's address to soldiers attending a course on political indoctrination in 1937. From 1936 Himmler was *Reichsführer* of the SS and Chief of all German Police.

We have in Germany today the following concentration camps: Dachau, Sachsenhausen, Lichtenburg and Sachsenburg. The number of prisoners is 8,000. I shall explain to you why we must increase the number of camps. Many communists were among the very high number of protective custody prisoners in 1933. Because of my extensive knowledge of Bolshevism, I have always opposed the release of these people from the camps as they would try to influence the workers if freed. No other nation would be as humane as we are. The laundry is frequently changed and the people are taught to wash themselves twice a day.

Source 3

Extract from *Germany: The Third Reich 1933–45* by Geoff Layton, published in 2005.

Despite the power of the Nazi police apparatus, it would be too simple to suggest that the regime maintained itself in power solely by the use of terror and repression. From the very start both Hitler and Goebbels recognised how important propaganda could be as a vital tool in the Nazi state. However, the Nazi propaganda machine was of secondary importance compared to the power and influence of the SS police state in upholding the Third Reich.

- (a) **Study Source 1.** How useful is it as evidence for an historian studying concentration camps as an instrument of Nazi terror? [13]
- (b) **Sources 1 and 2** provide differing contemporary accounts of concentration camps in Nazi Germany. **How**, and **why**, do they differ? [25]
- (c) Using **all** the sources, **and** your own knowledge, assess whether the SS police state was the most important means of control in Nazi Germany in the period 1933–1939. [30]

THIS IS THE END OF THE QUESTION PAPER

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