

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Advanced Subsidiary GCE

HISTORY

2582

Document Studies 1774–1945

Wednesday

12 JANUARY 2005

Morning

1 hour

Additional materials:
one 8-page answer book

TIME 1 hour

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer book.

Write your answers on the separate answer book provided.

This question paper contains questions on the following seven Options:

- The Origins of the French Revolution 1774–92 (pages 2–3)
- The Condition of England 1832–53 (pages 4–5)
- Italian Unification 1848–70 (pages 6–7)
- The Origins of the American Civil War 1848–61 (pages 8–9)
- The Irish Question in the Age of Parnell 1877–93 (pages 10–11)
- England in a New Century 1900–18 (pages 12–13)
- Nazi Germany 1933–45 (pages 14–15)

Answer all **three sub-questions** from **one** Option.

Teachers may indicate to candidates in the examination room the part of the paper which covers the Option studied.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each sub-question.

You should write in continuous prose and are reminded of the need for clear and accurate writing, including structure of argument, grammar, punctuation and spelling.

The time permitted allows for reading the Sources in the one Option you have studied.

In answering these questions, you are expected to use your knowledge of the topic to help you understand and interpret the Sources, as well as to inform your answers.

This question paper consists of 16 printed pages.

The Origins of the French Revolution 1774–92

Study the four Sources on The Reforms of Turgot and Calonne, and then answer **all** the sub-questions.

It is recommended that you spend one half of your time in answering part **(c)**.

1 (a) Study Source D

From this Source **and** your own knowledge, explain the reference to ‘The economic reformers’ (lines 24–25). [20]

(b) Study Sources A and B

Compare these Sources as evidence for attitudes to noble privilege. [40]

(c) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that the failure of reforms in the period 1774–88 was **mainly** the fault of Louis XVI. [60]

[Total: 120 marks]

The Reforms of Turgot and Calonne

Source A: The Controller General of Finance, Turgot, proposed to reform the *corvée*, the system of forced labour from which the clergy and nobles were exempt. The Paris *Parlement* here protests against this proposal.

Your *Parlement* understood that the edict replacing the *corvée* with a land tax could have seemed a kindly act. But, Your Majesty, your *Parlement* is sure that it is contrary to justice. All the people must contribute to the needs of the state. But general order and harmony must be upheld. The personal responsibility of the clergy is to look after education, religion and charity. The nobles devote their lives to the defence of the state and assist the sovereign by providing help and advice. The rest of the nation, which cannot give such distinguished service, fulfils its obligation through taxes and labour. These class distinctions were not formed by chance, and time cannot change them. Nobles cannot be subject to the *corvée*, or the tax that replaces the *corvée*, which amounts to the same thing. Gentlemen could be exposed to the humiliation of seeing themselves dragged off to the *corvée*!

Address to the King, March 1776

Source B: Calonne was Controller General of Finances between 1783 and April 1787, when he was dismissed and sent away in disgrace by the King. Here he outlines the need for reform.

Abuses must be ended which fall unfairly on the most hard-working people. There are abuses of financial privilege and of exemption from the common law. There are also exemptions from tax allowed to those who should contribute, which thereby increase the burdens of taxation on others. Customs barriers make different parts of the Kingdom strangers to each other and require a vast number of officers. In short, we must end the fear and dishonour that causes the destruction of thousands of citizens.

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Calonne, speech to the Assembly of Notables, February 1787

Source C: A leading revolutionary politician, awaiting execution, looks back on the origins of the Revolution and is critical of the King and the privileged classes.

When Louis XVI ascended the throne, France was ripe for revolution. The privileged classes who retained control of the government were ruined by luxury and had degraded themselves by their way of life. Louis was too well-intentioned not to try and remedy abuses that shocked him. However, he possessed neither the character nor talents to control a situation that cried out for reform. His reign was a succession of feeble attempts at doing good, displays of weakness, and clear evidence of his inadequacy as a ruler.

20

Antoine Barnave, Memoirs, 1793

Source D: A modern historian comments on the limitations of the reformers.

Turgot viewed himself as...

An extract of text has been removed due to third party copyright restrictions

25

Details:

Title: Citizens
 Author: Simon Schama
 ISBN-10: 0394559487
 ISBN-13: 978-0394559483

...late eighteenth century France

Simon Schama, Citizens, 1989

The Condition of England 1832–53

Study the four Sources on The Issues Arising from Factory Reform, and then answer **all** the sub-questions.

It is recommended that you spend one half of your time in answering part **(c)**.

2 (a) Study Source A

From this Source **and** your own knowledge, explain the reference to ‘Gratitude is owed to Lord Ashley for originating this enquiry’ (line 1). [20]

(b) Study Sources B and C

Compare these Sources as evidence for the arguments over a ten-hour day for all factory workers. [40]

(c) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that the welfare of workers became more important than economic interests in the period from 1832 to 1853. [60]

[Total: 120 marks]

The Issues Arising from Factory Reform

Source A: The main journal of the Benthamites comments on child labour and other issues between 1833 and 1842, with particular reference to legislation about to be introduced on mines.

Gratitude is owed to Lord Ashley for originating this enquiry. But we hope this will not divert from a more extensive measure. The 1833 Factory Act, by excluding children from cotton mills, sent swarms, not to schools, but to more unfavourable confinement elsewhere, notably the mines. Why do we not pass a law defining child rights, obliging parents and employers to respect them? If the means of education be lacking, let them be produced by the state. 5

The Protection of Children, Westminster Review, July 1842

Source B: The major parliamentary campaigner for a Ten-Hour Bill in the 1840s speaks in the debate on the Factory Bill proposed by Sir James Graham, the Home Secretary in Peel's government.

The main argument of my opponents is based on the supposed reduction of workers' wages and the resultant misfortunes. The advantages of reduced time are so great that workers readily accept the loss. It allows them to improve body and mind, social and domestic comfort and thus to lengthen their working life by three to four years. A respected millowner says that in a twelve-hour day the last hour, due to exhaustion, especially of those aged 13–16, is the least productive in quantity and quality.

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Lord Ashley, May 1844

Source C: A prominent German socialist and co-founder of Marxism, who was living in Manchester minding some of his father's factories, comments on the arguments of manufacturers.

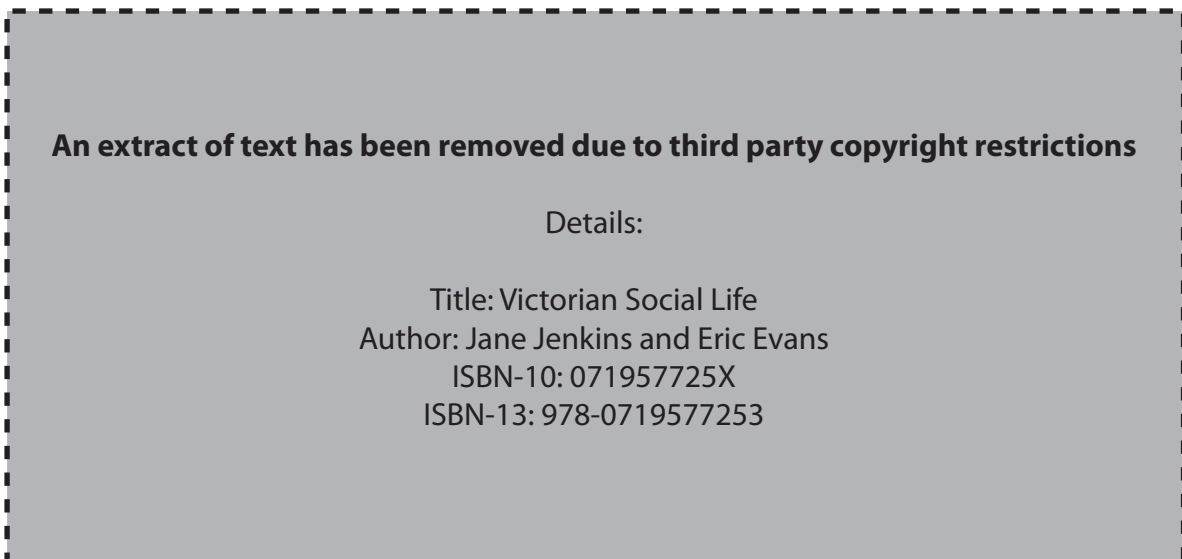
Soon the Ten-Hour Bill will be adopted. The manufacturers are against it; they have used every honourable and dishonourable means against this dreaded measure, arousing the hatred of working men. Their economic arguments – the increased cost of production, the inability to compete in foreign markets, that wages must fall – are all half true but prove nothing. If this were a final measure it must ruin England but since it must inevitably bring with it other measures it can only prove an advance.

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Friedrich Engels, *The Condition of the Working Class in England*, 1845

Source D: Two modern historians list and summarise the details of the Acts affecting mines and textile factories, except silk and lace, passed between 1833 and 1853.

1833: Bans the employment...



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25

...cannot work without children

30

Jane Jenkins & Eric Evans, *Victorian Social Life*, 2001

Italian Unification 1848–70

Study the four Sources on The Creation of the Kingdom of Italy 1860–70, and then answer **all** the sub-questions.

It is recommended that you spend one half of your time in answering part **(c)**.

3 (a) Study Source D

From this Source **and** your own knowledge, explain the reference to ‘Piedmontisation’ (line 13). [20]

(b) Study Sources B and C

Compare these Sources as evidence for the attitudes of Neapolitans to unification. [40]

(c) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that Piedmont imposed its authority on Italy from 1860 to 1870 by force of arms. [60]

[Total: 120 marks]

The Creation of the Kingdom of Italy 1860–70

Source A: An English political cartoon comments on the moment when Garibaldi offered Naples and Sicily to Victor Emmanuel II, King of Piedmont, at Teano in October 1860. The cartoon’s title is ‘RIGHT LEG IN THE BOOT AT LAST’.



Garibaldi (kneeling) says ‘If it won’t go on Sire, try a little more gunpowder.’

A cartoon in the English magazine Punch, 17 November 1860

Source B: A Frenchman expresses his opinion about the reactions of Neapolitans to the creation of the state of Italy.

Neapolitans recognise that Italy has no real capital and no proper frontier to the northeast where it is occupied by an enemy Power. Neapolitans accept that improving reforms will follow, but first the government in Piedmont must be helped to make the nation. Everyone is now an Italian and feels it. In 1860, after Garibaldi's arrival at Naples, people at first saw him as just a new master and asked 'What is Italy and what does unity mean?' But I have spoken to many people, including sailors and peasants, and all of them know about Italian unity.

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Maxime du Camp, Review of Two Worlds, 1862

Source C: A Neapolitan historian challenges the claims of Piedmont that they have liberated the Bourbon kingdom of Naples and Sicily.

Piedmont has a thirst for power, a desire to destroy and rule. The unity boasted by Piedmont is a lie. Piedmont proclaims 'Away with the Austrian!', yet she enables another foreigner, the French, to penetrate into the heart of Italian lands. Piedmont cries 'Italy!', and makes war on Italians; because she does not want to make Italy – she wants to eat Italy. Our homeland, Naples, is not hostile to Italy but fights against those who say 'Unite Italy in order to rob her'. Naples wants to unite Italy so that she can advance in civilisation, not retreat into barbarity.

10

Giacinto De Sivo, Neapolitans in the Eyes of Civilised Nations, 1862

Source D: A modern historian considers the nature of the state of Italy after 1860.

There seemed to be...

An extract of text has been removed due to third party copyright restrictions

15

Details:

Title: The Unification of Italy
 Author: G. Darby
 ISBN-10: 0582382807
 ISBN-13: 978-0582382800

...its number Neapolitan officers

G. Darby, The Unification of Italy, 2001

The Origins of the American Civil War 1848–61

Study the four Sources on The Election of Lincoln as President, and then answer **all** the sub-questions.

It is recommended that you spend one half of your time in answering part **(c)**.

4 (a) Study Source A

From this Source **and** your own knowledge, explain the reference to ‘all such pretended compromises’ (line 5). [20]

(b) Study Sources B and C

Compare these Sources as evidence that the Republicans intended to abolish slavery. [40]

(c) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that the election of Abraham Lincoln as President made civil war unavoidable. [60]

[Total: 120 marks]

The Election of Lincoln as President

Source A: A leading Republican, who became Lincoln’s Secretary of State, gives his view of the slavery issue two and a half years before the outbreak of civil war.

The issue of slavery will inevitably lead to conflict between opposing forces. It means that the United States must and will, sooner or later, become either entirely a slaveholding nation, or entirely a free-labour nation. It is the failure to understand this great truth that induces so many unsuccessful attempts at final compromise between the slave and the free states. It is the existence of this great fact that renders all such pretended compromises, when made, futile and short-lived. 5

William H. Seward, speech in Rochester, New York, October 1858

Source B: Two months before the Republican Convention in Chicago, at which he was adopted as their presidential candidate, Lincoln explains his views on the slavery question.

Their thinking slavery right, and our thinking slavery wrong, is the precise fact upon which the whole controversy depends. Thinking it right, as they do, they are not to blame for desiring its full recognition in our Union as being right; but, thinking it wrong, as we do, can we give in to them? Wrong as we think slavery is, we can afford to let it alone where it already exists. That much is necessary, given its actual presence in the nation. But can we, while our votes will prevent it, allow slavery to spread into the National Territories? 10

Abraham Lincoln, addressing a gathering of Republicans in New York, February 1860

Source C: The former President of the Confederate States, writing twenty years later, defends the decision of the Southern States to secede from the Union after Lincoln's election.

What possibility for justice – what assurance of tranquility – what guarantee of safety – remained for the South? Still hoping, still striving for peace and union, we waited quietly until a sectional President, nominated by a sectional convention, elected by a sectional vote – and that the vote of a minority of the people – was about to assume office. We had been warned by Lincoln's own distinct announcement that the Union could not permanently endure 'half slave and half free'. He meant by this that the Union could not continue to exist in its original condition when the Constitution had first been adopted. No alternative remained for the South except to seek the security outside the Union which they had vainly tried to obtain within it. 15 20

Jefferson Davis, The Rise and Fall of the Confederate Government, 1881

Source D: An American historian of the post-Civil War generation comments on the significance of the 1860 election.

Through the election of Lincoln as President, the majority of the Northern people declared that slavery was wrong and should not be extended. The sectional character of the contest is obvious: Lincoln did not receive a single vote in ten out of the eleven States that afterwards seceded and made up the Southern Confederacy. As soon as the election result was known, South Carolina led off with a prompt reply. The crowd that thronged the streets of its capital, Charleston, felt that they had an undoubted grievance and that their sole remedy now was secession. 25

J. F. Rhodes, Lectures on the American Civil War, 1913

The Irish Question in the Age of Parnell 1877–93

Study the four Sources on Policies of Coercion and Reform 1881–82, and then answer **all** the sub-questions.

It is recommended that you spend one half of your time in answering part **(c)**.

5 (a) Study Source D

From this Source **and** your own knowledge, explain the reference to ‘the Phoenix Park murders’ (line 18). [20]

(b) Study Sources B and C

Compare these Sources as evidence for opinions about the Coercion Act of 1882. [40]

(c) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that the government’s policies of Coercion and Reform were successful in dealing with Ireland in 1881–82. [60]

[Total: 120 marks]

Policies of Coercion and Reform 1881–82

Source A: Two months after the Irish Land Act was passed, an English political cartoon shows the Irish Secretary, W. E. Forster (wearing a policeman’s helmet) and the Prime Minister, Gladstone, using brooms labelled ‘Law’ to sweep the Land League and its leaders, including Parnell, into Kilmainham Gaol in Dublin. The caption ‘A Clean Sweep’ indicates approval of this action.



A cartoon in the English magazine Fun, 26 October 1881

Source B: A fellow Liberal and cabinet colleague of Gladstone explains why Parliament eagerly passed the Coercion Act of 1882. He quotes an Irishman whose views he respected to justify the need for greater police powers.

'Ireland seemed to be a society on the verge of dissolution. The Invincibles (terrorists) still roamed with knives about the streets of Dublin. Discontent had been stirred in the ranks of the police. Fierce hatred and universal distrust had grown to an incredible pitch. The moral cowardice of the Irish governing class was astounding. The whole countryside turned out in thousands to attend torchlight meetings. The local clergy hardly lifted a finger to restrain the wildness of the storm.'

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John Morley, *Life of Gladstone*, 1903

Source C: The policy of Coercion that followed the Phoenix Park murders in 1882 is criticised by Parnell's lover and subsequent wife.

The horrible murders had an awful significance for my lover. When he heard, his face went pale and he seemed to have a rush of pain. His first thought was to resign. He said to me: 'the thing makes me feel helpless of doing any good'.

The immediate consequence of the Phoenix Park murders was the introduction of a Coercion Bill. Parnell was not approached on the subject. He was given no chance of suggesting a more moderate measure which might have appealed to the great body of Irish Nationalists who viewed the murders with horror. The new Bill trampled over Irish opinion.

10

Katherine O'Shea, *Charles Stewart Parnell*, 1914

Source D: A modern historian takes a favourable view of the success of government policy in 1881–82.

Gladstone's 'resources of civilisation'...

An extract of text has been removed due to third party copyright restrictions

15

Details:

Title: *The Bold Fenian Men*

Author: Robert Kee

20

...majority of Irish opinion

Robert Kee, *The Bold Fenian Men*, volume II of *The Green Flag*, 1972

England in a New Century 1900–18

Study the four Sources on The Impact of the Labour Party 1900–14, and then answer **all** the sub-questions.

It is recommended that you spend one half of your time in answering part **(c)**.

6 (a) Study Source D

From this Source **and** your own knowledge, explain the reference to ‘the Labour Representation Committee’ (line 20). [20]

(b) Study Sources A and B

Compare these Sources as evidence for the Labour party’s commitment to socialist policies. [40]

(c) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that in the period 1900–14 the Labour party made significant progress towards establishing itself as an independent and influential political party. [60]

[Total: 120 marks]

The Impact of the Labour Party 1900–14

Source A: The Labour party Manifesto illustrates the main ambitions of the Labour party on the eve of the General Election.

This election is to decide if Labour is to be fairly represented. The House of Commons is supposed to be the people’s House, and yet the people are not there. The elderly poor are neglected, and so are underfed school children. The slums are still everywhere. The unemployed asked for work, but the Conservative government gave them a worthless Act. The government suggests Protection, but that is no remedy for poverty and unemployment. We urge you to forget all differences, and vote Labour. 5

The Labour Manifesto for the General Election, 1906

Source B: The first Labour Member of Parliament suggests that recent Liberal social reforms have not been sufficiently radical.

The workers have been crying out for a fuller share of life. Various reforms have been introduced, but all these things have only been tinkering with effects without touching any of the causes. We in the Independent Labour Party (I.L.P.) can see no solution of these problems short of Socialism. The only remedy is to have the mines, the land and industries generally made the property of the community as a whole, so that the whole of the wealth created will belong to that community. 10

Keir Hardie, speech to the House of Commons, 1912

Source C: A socialist and leading member of the Fabian Society points out some of the limitations of the Parliamentary Labour party.

The recent Labour party conference was a personal triumph for Ramsay MacDonald. As leader of the Parliamentary Labour party, his clever arguments easily persuaded all those politically inexperienced trade unionists at the conference. Our left wing propaganda has suggested that having working class Labour members of parliament is useful. But, generally, the closer a Labour member sticks to the Liberal party, the better he feels. He still believes in the right of the middle and professional classes to do the work of government. He does not believe that his fellow workers are capable of government; and generally he is right.

15

Beatrice Webb, Diary, 1914

Source D: A modern historian discusses the position of the emerging Labour party before 1914.

It can be argued...

An extract of text has been removed due to third party copyright restrictions

20

Details:

Title: The Edwardian Crisis: Britain 1901-14

Author: D. Powell

ISBN-10: 0333595432

ISBN-13: 978-0333595435

25

...complementary rather than competitive

D. Powell, The Edwardian Crisis: Britain 1901–14, published in 1996

Nazi Germany 1933–45

Study the four Sources on The Nazis' Admission to Power in 1933, and then answer all the sub-questions.

It is recommended that you spend one half of your time in answering part (c).

7 (a) Study Source A

From this Source and your own knowledge, explain the reference to 'they learned discipline and order in the SA' (line 3). [20]

(b) Study Sources B and D

Compare these Sources as evidence for the reasons why Hitler was appointed Chancellor in January 1933. [40]

(c) Study all these Sources

Using all these Sources and your own knowledge, assess the view that it was the Nazis who best exploited Germany's political situation in early 1933. [60]

[Total: 120 marks]

The Nazis' Admission to Power in 1933

Source A: A leading economist in the 1930s considers the Nazis' appeal in 1933 in the context of Germany's internal problems at that time.

You have to consider...

An extract of text has been removed due to third party copyright restrictions

Details:

Title: Memoirs

Author: Johannes Zahn

5

...effects; you couldn't tell
Johannes Zahn, Memoirs, 1997

Source B: A high ranking member of President Hindenburg's office, giving evidence during the Nuremberg trials in 1945–46, explains the decision to appoint Hitler as Chancellor.

Despite Papen's persuasion, until...

An extract of text has been removed due to third party copyright restrictions

Details:

Author: Otto Meissner

10

...civil war were likely

Otto Meissner, 1946

Source C: SPD and trade union leaders consider their options a few days after Hitler's accession to power.

One should bear in mind that the Nazis are in a strong position with their SA, which would occupy the factories in the event of a general strike. Even if Communist workers join in there would still be a split in the movement because we (the SPD) would be fighting for the Weimar Constitution against the Communists. We therefore came to a conclusion that we should wait until the Nazis openly break the Constitution and then challenge them. The Nazis have already disrupted meetings and considerable sections of the audiences have been taken away badly injured. As things are, there is obviously no longer any police protection sufficient to check the aggressive actions of the SA and SS.

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Report of the SPD Executive Committee meeting, 5 February 1933

Source D: A modern historian argues that important groups were willing to see Hitler in government.

Access to Hindenburg was...

20

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Details:

Title: Hitler
 Author: Ian Kershaw
 ISBN-10: 058255277X
 ISBN-13: 978-0582552777

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...solution to Germany's crisis

Ian Kershaw, Hitler, 1991

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