

**Oxford Cambridge and RSA Examinations**



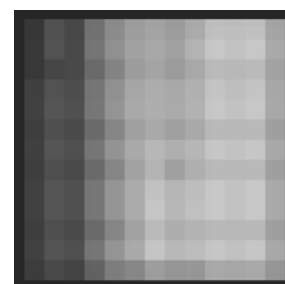
**ADVANCED GCE  
ADVANCED SUBSIDIARY GCE**

**A2 7835  
AS 3835**

# **HISTORY**

**COMBINED MARK SCHEME  
AND REPORT FOR THE UNITS  
JANUARY 2005**

**AS/A2**



3835/7835/MS/R/05J

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

The mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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

Mark schemes and Reports should be read in conjunction with the published question papers.

OCR will not enter into any discussion or correspondence in connection with this mark scheme or report.

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## AS/A2 HISTORY SPECIFICATION - SPECIFIC MARKING INSTRUCTIONS

Examiners should refer to OCR's 'Instructions for Examiners' pamphlet for detailed guidance on general procedures.

### 1 INTRODUCTION

These Instructions aim to ensure that:

- (a) there is a proper degree of uniformity amongst examiners in their treatment and rewarding of scripts;
- (b) the assessment of candidates reflects the specification's aims and objectives;
- (c) examiners give every possible assistance to the subsequent Award and Marking Review.

### 2 THE ASSESSMENT OBJECTIVES

All candidates are expected to meet the following Assessment Objectives set for History by the QCA:

- AO1a Recall, select and deploy historical knowledge accurately, and communicate knowledge and understanding of history in a clear and effective manner;
- AO1b Present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements;
- AO2 In relation to historical context: interpret, evaluate and use a range of source material; explain and evaluate interpretations of historical events and topics studied.

Although these Objectives are expressed and weighted separately, the assessment seeks to secure coherence and unity in the candidates' understanding and interpretation of History as a discipline. The Objectives are thus not disaggregated when marking, and AO1 pervades AO2.

### 3 THE ASSESSMENT OF SCRIPTS AND THE ESTABLISHMENT OF BANDS

Every answer should be marked bearing in mind the AOs and the following explanatory criteria:

- (a) the **relevance**, accuracy and quantity of factual knowledge;
- (b) evidence of the exercise of **informed historical judgement** and **awareness of historical context**;
- (c) **effectiveness of presentation**: the ability to communicate arguments and knowledge in a clear, orderly fashion with maximum relevance to the question set. All Units require responses in continuous prose, and therefore include the assessment of quality of written communication (including clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling). Candidates' quality of written communication is not assessed separately but pervades AO1.

The proper application of the AOs and the explanatory criteria will mean, for example, that a long answer crammed with detailed knowledge will not be rewarded highly if the knowledge is not effectively applied and the answer shows a lack of historical judgement. Conversely a convincingly argued, highly relevant and perceptive answer may be well rewarded although based on less overtly expressed knowledge.

In almost all cases, the generic Bands and question-specific mark scheme will indicate the appropriate mark. Examiners should seek the advice of Team Leaders about unusual approaches to a question.

### 4 GENERIC MARK BANDS

**The generic Bands are the most important guide for examiners and apply to all answers. Examiners assess which Band best reflects most of each answer. No answer is required to demonstrate all the descriptions in any level to qualify for a Band. Examiners are looking for 'best fit', not 'perfect fit'.**

**Units 2580-2582:** For answers in Bands I-III, provisionally award the top mark in the Band and then moderate up or down according to the qualities of the answer. For answers in Bands IV-VII, provisionally award the middle mark in the Band and then moderate up or down according to the qualities of the answer.

**2587-2589, & 2590-2591:**

**Units 2583-2586 & 2592-2593:** In Bands of 3+ marks, provisionally award the middle mark and then moderate up or down according to the particular qualities of the answer. In Bands of 2 marks, award the higher mark if the answer clearly deserves the Band and the lower mark if an answer just deserves the Band.

Mark each answer individually - do not be swayed by impressions gained from marking other answers in the script, or other candidates from the same or from any other centre.

#### **Units 2580-2586 [AS]**

**Examiners will remember that they are assessing AS Level (not A Level), usually the work of 17 year-old candidates who have studied the Unit for only about 8 weeks in conjunction with probably four other subjects, and who have only a limited time to write their answers.**

#### **Units 2587-2593 [A2]**

**Examiners will remember that they are assessing A2 Level, usually the work of 18 year-old candidates who have studied the Unit for only about 8 weeks in conjunction with probably two other subjects, and who have only a limited time to write their answers.**

**Units 2592 & 2593 are coursework. Candidates have considerably more time in which to prepare, with constant access to resources. For Unit 2592, they also have considerably more time in which to write.**

### **5 QUESTION-SPECIFIC MARK SCHEMES**

**Question-specific mark schemes do not specify the 'correct' answer required for individual questions. Rather, they indicate possible points that candidates might make.** They offer a broad guide to what may be encountered and are therefore the guide for moderating the actual generic mark up or down within the appropriate Band or (if the history is particularly strong or weak) into the next generic Band up or down. When appropriate, suggestions are made about Bands for different approaches; in some cases, limits are indicated. Examiners must use their judgement but, if in doubt about a particular answer, they must consult their TL. **The most important principle for examiners is the application of the generic Mark Bands.**

Answers need not be long to merit high marks. Reward answers that are direct but concise. Reward selection of relevant material and appropriate comment rather than paraphrases. Quotations should only be rewarded if used to substantiate relevant points made in the candidate's own words.

### **6 ASSESSING STRUCTURED QUESTIONS AND ANSWERS GIVEN IN NOTE-FORM**

Answers are marked individually. Questions in Units 2580-82 and 2587-89 have sub-parts; each must be marked individually, without reference to the others.

Answers which are very largely in continuous prose but which are completed by significant notes may be awarded marks in one Band lower than that normally awarded. Purely note-form answers which show sound relevance, structure, understanding and sufficient knowledge can be awarded marks up to the top of Band III. In every case, examiners must make a note both at the end of the answer and on the front page of the script.

### **7 THE STANDARDISATION MEETING**

Examiners attend the Standardisation Meeting as a condition of appointment. Examiners should begin marking in pencil before the Meeting to develop a general 'feel', but these must be revised in the light of decisions made at the Meeting. Marks in pencil should be crossed out and replaced by marks in red. It is a good idea to note on the mark scheme any points which arise out of this preliminary marking.

Standardisation may revise the draft question-specific mark scheme. Decisions made at that Meeting override anything in the draft and examiners must note any such revisions on their copy. OCR will issue a revised mark scheme if changes are substantial.

### **8 STANDARDISATION OF EXAMINERS**

Examiners work in small Teams, headed by a Team Leader. Each TL standardises the examiners within his/her Team while the PE standardises all the TLs in his/her Unit group. The CE standardises the six PEs.

Information about the three samples of marking, used to ensure a high level of uniformity in marking, is given in OCR's 'Instructions for Examiners'. It is vital that procedures are followed and the timetable adhered to – any delay may affect the ability of the Award to proceed and results to be issued on time.

The date for the despatch of the ten standardisation scripts (the first sample) will be given at Standardisation. Examiners are asked to include as wide a variety of questions and range of marks as possible. However, scripts in Band VII should not be sent unless for very particular reasons. **It is vital to keep a record of the marks awarded to these scripts in case they are lost in transit. Please send a sae with them.**

**Apart from the standardisation scripts, examiners must send scripts in their centre envelopes, with attendance registers (post or DHL, as appropriate). A centre's scripts must not be split.**

## **9 POSITIVE MARKING**

**Examiners must be positive in marking what is written**, without being influenced too much by omissions. Marks must represent what a candidate has accomplished, not what her/she has failed to do. Even the most successful answers may have omissions which could have been rectified had more time been allowed. **Examiners must not 'penalise'** (subtract marks from what answers are otherwise worth). Candidates penalise themselves by failing to gain marks (eg. for accuracy and relevance). Question-specific mark schemes indicate any omissions that will affect the quality of responses and any ceilings to be applied.

## **10 USE OF THE FULL MARK RANGE (Raw Marks)**

**Examiners use the full mark range** to avoid bunching candidates, to enable candidates to be ranked in order of merit and to ensure that raw marks convert to appropriate UMS marks after the thresholds have been set. This is an invitation neither to be generous at the top nor to under-mark at the bottom, but a reminder that all Bands are to be used appropriately. When things go wrong, it is usually for one of two reasons: either an examiner plays safe and bunches marks around the middle, or an undue severity creeps in because examiners look for omissions and errors rather than rewarding what has been written.

## **11 MARKING SCRIPTS**

Assistant examiners mark in red (examiners initially mark in pencil before the Standardisation Meeting but the marks/comments should be rewritten in red before scripts are posted to OCR.

All mark must be whole numbers. The following conventions should be used:

- Significant errors should be crossed out;
- 'Ref' written in the margin indicates there is some significant irrelevance;
- 'N' or 'D' in the margin indicates an excessively narrative or descriptive section;
- Occasional brief notes in the margin should indicate sound points or knowledge;
- Ticks are of little value, and can seriously mislead. They should be used sparingly.

**Each page should indicate that it has been read. Good practice will avoid a sequence of pages with nothing but ticks (or crosses).**

**A brief comment summarising the main qualities of an answer should be written at the end, together with the Band and the mark.** The best way to do that is to quote briefly from the appropriate Band.

**The Mark Band and the appropriate numerical mark should be recorded at the end of each answer (eg. Band IV – 45). The total marks for answers should be ringed in the right-hand margin at the end of each question. All marks for sub-questions should be recorded un-ringed in the right-hand margin. They should be repeated at the end and the total should be shown as a ringed mark in the right-hand margin at the end of the question (eg. 5 + 15 + 45 = 65, with the 65 in a circle).**

**Do not alter a mark other than by crossing it out, inserting the correct mark and initialling it.**

### **Comments on scripts**

The comment at the end of each answer should reflect its qualities as defined by the criteria in the Mark Bands (it is helpful to quote from the appropriate Band). Remember that the purpose of making brief comments during marking is both to help you arrive at a fair mark and to indicate to senior examiners how your mind has been working. Marks and comments must be substantiated clearly and unequivocally from scripts. When writing comments, care must be taken to achieve an appropriate balance between critical and positive points. Examiners should use a professional, business-like and straightforward style.

Always use:

- reference to the assessment objectives and/or Mark Bands;
- reference to creditable points and major gaps which affect assessment;
- reference to 'the answer' or the third person, not 'You...'

Always avoid:

- derogatory terms eg. 'rubbish', 'shoddy', even though examiners may consider such terms to be justified;
- humour, interjections or jokes;

Ignore poor handwriting or, if it is illegible, send the script to your TL. Candidates must not be marked down.

It may be appropriate to make general comments about matters such as:

- use of time and/or length of answers;
- presentation and use of language;
- rubric infringements;
- the extent to which the candidate demonstrates knowledge and understanding of the syllabus material.

Do **not** make:

- comments on how you perceive teaching may have been carried out;
- reference to answers by other candidates, eg. 'not as good as XXXX's answer';
- comments on the candidate's preparation or potential, eg. 'should have revised more fully';

## 12 RUBRIC INFRINGEMENTS AND INCLUSIONS FROM CENTRES

If a candidate answers more questions than the specified number, all answers must be marked. The highest marks for the number of questions allowed must be used to constitute the script's total mark. The marks of the other (surplus) answers should then be reduced to 0 and an explanation written on the script's front page.

If a candidate fails to answer sufficient questions, write an explanatory note on the front of the script. If several candidates from one Centre infringe rubrics, the PE and Subject Officer should be informed.

Centres are responsible for requesting special consideration for individual candidates and any such cases are dealt with separately at the Marking Review. If Centres include requests for special treatment for candidates, mark the scripts normally and then send the additional material to OCR.

Notes such as 'Out of time' written on scripts (by invigilators or candidates) must be ignored.

If examiners find examples of offensive or disturbing material within answers OCR's 'Instructions to Examiners' provides guidance. Usually, it can be ignored, but serious cases are reported back to the Centre.

## 13 ENTERING MARKS ON MARK SHEETS

**It is essential that marks are recorded correctly at the end of answers and on the grid of the first page of scripts as well as entered accurately on the mark sheets.** Examiners must ensure that:

- marks for individual answers are transferred correctly to the grid on the first page;
- the total mark for part-questions is correct (Units 2580-2582, 2587-2589);
- the total mark for the script is transcribed correctly on the mark sheet;
- your Checker sees that the recording and addition of marks on each script and the transfer of each total mark to the MS2 have been accurately undertaken, **but responsibility for accuracy is the Examiner's.**

## 14 REPORT ON SCRIPTS MARKED

As soon as marking is finished, please complete the Report form and send it at once to the PE (not your TL or OCR). These Reports provide vital evidence in the preparation of the published CE's Report.

## 15 OVERALL

Please check script envelopes as they arrive against the list of the Centres you are marking; discrepancies are investigated more easily if discovered early. Forms for missing scripts are in examiner packs. **Keep scripts in their packet**, in the correct candidate number order.

**Mark consistently, periodically refreshing yourself via the photocopy scripts and the Generic Bands.**

**Pace your marking and observe all deadlines. Follow a regular timetable, avoiding the need to mark many scripts in limited time or when fatigued. Always mark in private** - confidentiality must be preserved. If difficulties arise, inform your TL and the SO at once so that alternative arrangements can be made.

Please **return mark sheets and scripts promptly**. Failure to do so will jeopardise the issuing of results.



Use OCR's Help Desk for admin problems while for issues of assessment consult your TL. Under no circumstances should examiners themselves contact a centre.

Thank you.

Units 2580-2582: GENERIC MARK BANDS

AS DOCUMENT STUDIES

- For answers in Bands I-III, provisionally award the top mark in the Band and then moderate up/down, while
  - for answers in Bands IV-VII, provisionally award the middle mark in the Band and then moderate up/down [see General Marking Instructions #5].
  - Remember that you are looking for the 'best fit', not a perfect fit, in applying these Bands [see General Marking Instructions #5].
- Time is limited. Candidates may begin all their answers directly **without an introduction**.
  - The quality of the English can **NEVER** be the sole criterion to put an answer in a lower Band.

**Question (a)**

**BAND/20: Explanation**

- I (16-20)** There is a convincing and relevant explanation of the key issues relating to the reference, with some clear linkage to the Source from where it comes. The writing shows accuracy in grammar, punctuation and spelling.
- II (14-15)** The response contains some valid explanatory comments but the points are not fully supported or else linkage to the Source from where the reference comes will be limited. The writing mostly shows accuracy in grammar, punctuation and spelling.
- III (12-13)** The response attempts to analyse the internal aspects of the reference but the comments miss some explanatory points and it makes little linkage to the Source. The organisation of the answer is uneven but there is sustained commentary. The writing generally shows accuracy in grammar, punctuation and spelling.
- IV (10-11)** The response offers some comments on the reference but does not offer appropriate contextual support and misses key aspects of explanation. The answer may well be descriptive. The writing usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.
- V (8-9)** The response provides a very basic answer to the question. There are comments about what the reference says, but explanatory points are brief or very general, not fully integrated, coherent or supported by the candidate's own knowledge. The writing shows some frequent errors in grammar, punctuation and spelling.
- VI (5-7)** The response is a simplistic paraphrase or commentary without a genuine attempt to explain the reference. The answer may be marred by considerable irrelevance. The writing shows significant weakness in the grammar, punctuation and spelling.
- VII (0-4)** The response is a simplistic paraphrase or commentary without any attempt to explain the reference. The answer is irrelevant. The writing shows very major weakness in the accuracy of grammar, punctuation and spelling.

**Question (b)**  
**BAND/40: Comparison**

**NB Contextual knowledge is NOT required for any Band in sub-question (a), but credit should be given for any which is used relevantly and effectively.**

- I (32-40)** The response provides a genuine comparison and/or contrast about most of the qualities of authenticity, completeness, consistency, typicality and usefulness in relation to the question. Areas of agreement and/or disagreement are discussed. The argument shows judgement. The writing shows accuracy in grammar, punctuation and spelling.
- II (28-31)** The response provides an effective comparison and/or contrast. The judgements are supported by appropriate references to internal evidence. The answer is relevant but the answer lacks completeness and the full range of the available comparative criteria. The writing mostly shows accuracy in grammar, punctuation and spelling.
- III (24-27)** The response provides a comparison and/or contrast but makes limited links with the Sources. The answer is relevant, but the organisation of the answer is uneven. The quality of the answer is satisfactory rather than sound. The writing generally shows accuracy in grammar, punctuation and spelling.
- IV (20-23)** The response attempts a comparison and/or contrast but the comments are largely sequential and with few points of internal analysis or discussion of similarities and/or differences. The answer is largely relevant. The organisation of the answer is limited. The writing usually shows accuracy in grammar, punctuation and spelling but will contain some careless errors.
- V (16-19)** The response provides a very basic answer to the question and can identify some points of agreement and/or disagreement. The comparison and/or contrast is mostly implicit. There may perhaps be significant irrelevance. The writing shows some accuracy in grammar, punctuation and spelling but will contain frequent errors.
- VI (9-15)** The response is very limited in its commentary, organisation and relevance. There may be very basic paraphrase which lacks a genuine attempt to provide a comparison and/or contrast. The writing shows significant weakness in the accuracy of grammar, punctuation and spelling.
- VII (0-8)** The response is extremely limited in its commentary, organisation and relevance. There is no attempt to provide a comparison and/or contrast. The answer is irrelevant. The writing shows very major weakness in the accuracy of grammar, punctuation and spelling.

**Question (c)**  
**BAND/60: Context**

**NB For sub-question (c):**

- **Answers which use the Sources but no own knowledge may not be put in Bands I and II.**
- **Answers which use own knowledge but make no use of the Sources may not be put in Bands I or II or III.**

- I (49-60)** The answer contains a good balance between analysis of all four Sources and of independent ('own') knowledge which is used appropriately and effectively in relation to the question. (This independent knowledge does **not** require lengthy descriptions but brief and pertinent references to support the argument.) There is a clear judgement on the question. There may be some indication about the limitations of the Sources or what may be required to add to their completeness and explanatory power. The strongest answers **may** offer views on the general consistency and completeness of the Sources as a set, as well as individually, but this is **not** a pre-requisite for being placed in this Band.
- II (42-48)** The answer contains a fair balance between analysis of at least three of the Sources and of independent ('own') knowledge, although the comment may not be complete or fully developed, and the judgement on the question may not be entirely convincing. There may be some imbalance between discussion of the Sources and use of external analysis. The writing mostly shows accuracy in grammar, punctuation and spelling.
- III (36-41)** The response attempts to address the Sources and deploy independent ('own') knowledge, although the balance between them may be uneven. The argument is fairly clear, but the comments may not be fully sustained and the overall judgement may be incomplete. The organisation of the answer is uneven. The writing generally shows accuracy in grammar, punctuation and spelling.
- IV (29-35)** The response shows a clear imbalance between source analysis and use of independent ('own') knowledge. These aspects are not linked effectively into an argument. The Sources are discussed sequentially; a basic argument is provided, but overall judgement on the question is very limited. The writing usually shows accuracy in grammar, punctuation and spelling but will contain some careless errors.
- V (24-28)** The response provides little comment on the context of the key issue. There is some evidence of knowledge of the key issue, but the relevance is implicit with a limited attempt to analyse the Sources. The argument lacks a coherent structure. The writing shows some accuracy in grammar, punctuation and spelling but will contain some frequent errors.
- VI (12-23)** The response shows serious weaknesses in knowledge and the ability to handle Sources and independent ('own') knowledge. The attempt to address the question will be very limited, and the argument may be fragmentary, and there may be serious irrelevance and frequent errors of fact and understanding. The writing shows significant weakness in the accuracy of grammar, punctuation and spelling.
- VII (0-11)** The response shows extremely serious weaknesses in knowledge and the ability to handle Sources and independent ('own') knowledge. There is no attempt to address the question. There is no argument. The answer is irrelevant. At least most of the fact and understanding are wrong. The writing shows very major weakness in the accuracy of grammar, punctuation and spelling.

## Units 2583-2586: GENERIC MARK BANDS - AS PERIOD STUDIES

### NB

Examiners are reminded that

- for all answers they should provisionally award the middle mark in the Band and then moderate up/down;
- they are looking for the 'best fit', not a perfect fit, in applying these Mark Bands [see General Marking Instructions #5];
- they are marking out of 45. OCR's computer will double the mark on grading so that the paper is out of 90.
  
- The quality of the English (grammar, spelling, punctuation) is NEVER to be used as the sole criterion to pull an answer down into a lower Band.
  
- If a candidate discusses the wrong topic (eg. evaluates foreign policy when the question asked for domestic or analyses William II when the question is on William I) but writes sensibly about that wrong subject, examiners may award up to the top of Band VI.

### ESSAY

#### Band/45: Perspective/Evaluation

Perspective means an understanding of the variety of history involved in the question (e.g. political, religious, social).

Evaluation means the ability to apply the historical skills relevant to the question (e.g. analysis, assessment, comparison).

Time is limited so candidates may begin their answer directly, without an introduction.

- I (36-45) The response evaluates the key issues and deals with the perspective(s) in the question convincingly and relevantly. The answer is successful in showing a high level of understanding. The answer focuses on explanation rather than description or narrative. The quality of historical knowledge supporting the argument is sound and is communicated in a clear and effective manner. The answer is well organised. The writing shows accuracy in grammar, punctuation and spelling.

At the higher level (40-45), responses will effectively justify why one factor is the most important or the main factor and will also explain why other factors are less important. There will be a sense of judgement in relation to the factors shown by discrimination between them in terms of type and nature of the factor. How factors are linked to each other will also be addressed.

At a lower level (36-39), responses will justify why one factor is the most important but the explanation of why others are less so will be less effective. There will be some attempt to classify and draw links between factors.

**II (32-35)** The response is mostly successful in evaluating the key issues in the question convincingly and relevantly. It develops most of the relevant aspects of the perspectives(s) in the question. The answer is successful in showing a high level of understanding. The answer focuses on explanation rather than description or narrative. The answer will deal with several factors will come to a judgement as to which was most important (ie. how far...? or to what extent...? will be addressed). However, the reasoning will often be patchy and may be confined to a lengthy conclusion. Similarly the establishment of links between factors and their classification may not be extensive and, at the bottom of the Band, hardly present at all.

The quality of historical knowledge supporting the argument is sound and is communicated in a clear and effective manner. The answer is well organised. The writing shows accuracy in grammar, punctuation and spelling.

**III (27-31)** The response is reasonably successful in evaluating key issues and in dealing with perspective(s) in the question convincingly and relevantly. The answer is reasonably successful in showing a good level of understanding. The answer tends to be descriptive or narrative in approach but the argument depends on some analysis. The quality of recall, selection and accuracy of historical knowledge, applied relevantly, is mostly sound and is communicated in a clear and effective manner. The organisation is uneven but there is a sustained argument.

The quality of historical knowledge supporting the argument is satisfactory and is communicated in a competent manner. The comments miss some points or are less satisfactory in terms of supporting historical knowledge. The response will recognise the need to deal with a number of factors *and where the question demands it* may well provide some very limited argument why one factor was more important than others. A list of factors will be dealt with and explained effectively but the linkages *and any necessary* explanation of most important will be slight and undeveloped. The writing generally shows accuracy in grammar, punctuation and spelling.

**IV (23-26)** The response has some success in discussing some key issues and in dealing with some of perspective(s) in the question. The answer is descriptive or narrative in approach but there is some implicit analysis. The quality of historical knowledge supporting the argument is satisfactory and is communicated in a competent manner. The comments miss some points or are less satisfactory in terms of supporting historical knowledge. The organisation is uneven but the answer pursues an argument. The writing usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.

**V (18-22)** The response discusses some key issues in the question but only at a very basic level. The answer shows some adequacy in its level of understanding and is descriptive or narrative in approach. The quality of historical knowledge supporting the argument is limited but is mostly communicated in a competent manner. The organisation is uneven. There is some irrelevance but most of the answer focuses on the question. The writing shows accuracy in grammar, punctuation and spelling but contains some frequent errors.

- VI (10-17)** The response does not discuss the key issues in the question and shows little understanding of the perspective(s) in the question. The answer is inadequate in its level of understanding with poor description or narrative. The quality of historical knowledge is thin or significantly inaccurate. There is significant irrelevance. The answer is communicated in a competent manner and the organisation of the answer is very poor. The writing shows significant weaknesses in the accuracy of grammar, punctuation and spelling.
- VII (0-9)** The response fails to discuss the key issues in the question and shows no understanding of the perspective(s) in the question. The answer is completely inadequate in its level of understanding. Historical knowledge is either absent or completely inaccurate or irrelevant. There is no organisation to the answer. The writing shows very major weaknesses in the accuracy of grammar, punctuation and spelling.

Examiners are reminded that

- in Bands I-III they should provisionally award the top mark in the Band and then moderate up/down, while
- in Bands IV-VII they should provisionally award the middle mark in the Band and then moderate up/down [see General Marking Instructions #5];
- are looking for the 'best fit', not a perfect fit, in applying these Bands [see General Marking Instructions #5].

The questions, especially the document question, allow candidates to interpret, evaluate and use a range of source material, primarily from historians. Sub-question (ii) and the essays encourage candidates to address and evaluate historical debate. **Answers require some broad understanding of historical debate, but never depend on any reference to the views of particular historians** (pertinent references to such will, however, be given credit - as in any AS/A2 Unit). **Demonstration of a broad understanding of historical debate does not involve anything very sophisticated: even hints and fragments of it in an answer will meet the criterion for AO2 and satisfy the demands of the top Bands.**

The required study of Passages and of historical debate is reflected in the weight given to AO2.

The quality of English (grammar, spelling, punctuation) is never to be used as the sole criterion to pull an answer down into a lower Band.

#### DOCUMENT QUESTION (i)

##### NB

- 'Own knowledge' is not required, but if material extraneous to the Passages is used pertinently to clarify points of comparison made about the views expressed it is to be given credit.

#### **BANDS I-VII/15: Comparison of Content of Two Passages**

- I (12–15) The response correctly identifies the substance of the comparison between the two Passages in a direct point by point comparison, and shows **clear understanding** of the different interpretations offered. The answer is **successful in establishing a full and complete comparison** between the interpretations in the two Passages referring to both similarities and differences where appropriate. The writing is fluent and uses appropriate historical vocabulary. The answer shows accuracy in grammar, punctuation and spelling.
- II (11) The response correctly identifies the substance of the comparison between the two Passages in a direct point by point comparison, and shows a **reasonable understanding** of the different interpretations of historical events offered. The answer is **mostly successful in establishing a thorough comparison** between the arguments or ideas in the two Passages. Most of the writing is fluent and uses appropriate historical vocabulary. The answer mostly shows accuracy in grammar, punctuation and spelling.

- III (9–10) The response correctly identifies most of the substance of the comparison between the two Passages, and shows **a fairly reasonable understanding** of the different interpretations of historical events offered. The answer is **fairly successful in establishing a comparison** between the arguments or ideas in the two Passages but is not entirely full. There may be a tendency **to list points** from each Passage separately **without making an explicit comparison** or to confine comparison to a sentence or sentences only at the end. The writing is generally fluent and the historical vocabulary is usually appropriate. The grammar, punctuation and spelling are usually accurate.
- IV (8) The response correctly identifies some of the substance of the comparison between the two Passages, and shows **a limited understanding** of the different interpretations offered. The comparison may, in places, be of the Passages in general and/or of their provenances and **not of the interpretations** the Passages offer so that the answer misses some points and **tends to list** them rather than compare them. There may be excessive use of extraneous material at the expense of the Passages. The writing may lack fluency and there may be some inappropriate historical vocabulary. The answer usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.
- V (6–7) The response provides a **very basic answer** to the question. It identifies only some of the substance of the comparison between the two Passages, and shows only **the most basic understanding** of the different interpretations offered. However, **it misses major items** of the comparison and may compare the factual material in the Passages and not the interpretations the Passages offer. **There may be paraphrase** of the Passages and of the introductory steers to them. The writing contains some inappropriate historical vocabulary. The answer shows some accuracy in grammar, punctuation and spelling but contains frequent errors.
- VI (4–5) The response may be a **simplistic reference** to the two Passages with no attempt to compare them or the answer **may well be uncertain what the substance of the comparison is**. The answer may be marred by **considerable irrelevance**. The writing contains very inappropriate historical vocabulary. The answer shows very significant weakness in the accuracy of grammar, punctuation and spelling.
- VII (0-3) The answer demonstrates a **completely unsatisfactory attempt** to understand the Passages. There is **no attempt to answer the question**. There is no argument and no supporting evidence for any assertions. The answer is irrelevant and/or incoherent, perhaps in note form. The writing shows very major weakness in the accuracy of grammar, punctuation and spelling.



## DOCUMENT QUESTION (ii)

### NB

- Answers which make absolutely no use of/reference to historical debate may NOT be put in Band I, however good the general quality of their analysis and evaluation.
- Answers which use the Passages but no own knowledge may not be put in Band I.
- Answers which use own knowledge but make no use of the Passages may not be put in Bands I or II.
- The quality of English (grammar, spelling, punctuation) is NEVER to be used as the sole criterion to pull an answer down into a lower Band.

### BANDS I-VII/30: Contextual Evaluation

- I (24–30) The response **focuses very sharply on the key issue** in the question, using good and very relevant references to the Passages and contextual material. Contextual knowledge is used **very appropriately and effectively** in relation to the question. (This contextual knowledge does **not** require lengthy descriptions but brief and pertinent references to support the argument.). The answer **contains a very good balance** between Passage and contextual evaluation in **reaching a judgement** about the issue. There is **clear and substantial evaluation** of the different historical interpretations involved by comments on the validity of the arguments in the Passages using the other Passages or own knowledge (**not** all the Passages need to be evaluated). The writing is fluent and uses appropriate historical vocabulary. The answer shows accuracy in grammar, punctuation and spelling.
- II (21–23) The response **focuses on the key issue** in the question, using very relevant references to the Passages and contextual material. The quality of the contextual comments and some aspects of the internal analysis of the Passages, whilst sound, will be **less rigorous** than in Band I. There is a **fairly clear and fairly full evaluation** of the different historical interpretations involved and a **judgement is reached**. Most of the writing is fluent and uses appropriate historical vocabulary. The answer mostly shows accuracy in grammar, punctuation and spelling.
- III (18–20) The response **considers the interpretations** in the Passages and deploys some contextual knowledge. The argument is clear, but comments will be **thinner** and overall **judgements less effective** than in Band II. The organisation of the answer is **uneven**. There is a **reasonable degree of evaluation** of different interpretations involved. The writing is generally fluent and historical vocabulary is usually appropriate. The grammar, punctuation and spelling are usually accurate.

- IV** (15–17) The response shows **considerable imbalance between** Passage evaluation and contextual knowledge. A **basic argument** is provided. The Passages may be largely used to **illustrate the argument** put forward and not as the focus of the answer. There is **some attempt at evaluation** of the different historical interpretations involved. The writing may lack fluency and there may be some inappropriate historical vocabulary. The answer usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.
- V** (12–14) The response shows **some evidence of knowledge** of the key issue, but may make **little use** of the Passages. The answer **lacks coherent structure** but the direction of the attempted argument is **mostly relevant**. There is **little evaluation** of different interpretations involved. The writing contains some inappropriate historical vocabulary. The answer contains frequent errors in grammar, punctuation and spelling.
- VI** (7–11) The response shows **serious weaknesses in knowledge** and ability to handle contextual questions. The argument may be **fragmentary**. There may be **serious irrelevance**. The writing contains very inappropriate historical vocabulary. The answer shows very significant weakness in the grammar, punctuation and spelling.
- VII** (0–6) The answer demonstrates a **completely unsatisfactory attempt** to convey relevant knowledge and understanding. There is no attempt to answer the question. There is no argument and no supporting evidence for any assertions. The answer is irrelevant and/or incoherent, perhaps in note form. The writing shows very major weakness in the grammar, punctuation and spelling.

## ESSAY

### NB

- Answers which make absolutely no use of/reference to historical debate may NOT be put in Band I, however good the general quality of their analysis and evaluation.
- The quality of English (grammar, spelling, punctuation) is NEVER to be used as the sole criterion to pull an answer down into a lower Band.
- Some topics by their very nature are less strongly focused around historical debate. Question-specific mark schemes will provide the necessary guidance on this.
- Answers require some understanding of broad schools of historical debate, but NEVER depend on any reference to the views of particular historians; pertinent references to such will, however, be given credit, as in any AS/A2 Unit.
- Demonstration of an understanding of broad schools of historical debate need NOT involve anything very sophisticated: hints and fragments of it in an answer will meet in full the criterion for AO2 and satisfy the demands of the high Bands.

### BANDS I-VII/45

- I (36–45) *The response is not perfect but the best that a candidate can be expected to achieve at A2 Level in examination conditions.* The response is **focused clearly** on the demands of the question, even if there is **some unevenness**. The approach is clearly **analytical rather than descriptive** or narrative and, in particular, there is a **clear and evident** (but not necessarily totally full) **evaluation** of the historical debate bearing upon the topic which is **carefully integrated** into the overall approach. The answer is fully relevant. Most of the argument is structured coherently and supported by very appropriate factual material - the degree of that support will help to distinguish between answers higher and lower in the Band. The impression is that **a good solid answer** has been provided. The writing is fluent and uses appropriate historical vocabulary. The answer shows accuracy in grammar, punctuation and spelling.
- II (31–35) The response is **focused clearly** on the question but there is **some unevenness in content**. The approach is **mostly analytical and relevant**. The answer is generally structured coherently and supported by appropriate factual material. However, the answer will **not be equally thorough throughout**, for example evaluating the relevant debate less well. Most of the writing is fluent and uses appropriate historical vocabulary. The answer mostly shows accuracy in grammar, punctuation and spelling.

- III (27–30) The response reflects clear understanding of the question and a **fair attempt** to provide an appropriate argument and factual knowledge. The approach contains **analysis or explanation but it may be inadequately supported**. There is a reasonable grasp of the elements of the debate which bears upon the topic, and this is to a degree integrated into the overall approach. The answer is mostly relevant. The answer may **lack balance and depth** in factual knowledge. Most of the answer is structured satisfactorily but some parts may lack full coherence. The writing is generally fluent and the historical vocabulary is usually appropriate. The grammar, punctuation and spelling are usually accurate.
- IV (22–26) The response indicates an **attempt to argue relevantly**. The approach may depend more on **some heavily descriptive or narrative sections** than on analysis or explanation, which may be limited to introductions and conclusions. There **is some knowledge of the historical debate** which bears upon the topic, but this may be **'bolted-on'** to the other material. Alternatively, the answer may consist largely of **description of schools of thought** that is not well directed at the specific question and is not well supported factually. Factual material may be used to **impart information** or describe events **rather than to address directly** the requirements of the question. The structure of the argument could be organised more effectively. The writing may lack fluency and there may be some inappropriate historical vocabulary. The answer usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.
- V (18–21) The response offers **some elements of an appropriate answer** but there is little attempt generally to link factual material to the requirements of a question. The approach **lacks analysis and explanation** and the quality of the description or narrative, although mostly accurate and relevant, **is not linked effectively to the answer**. There may be **some hints of the historical debate** which bear upon the topic, but it will probably be poorly understood. Alternatively, there may be **extensive description of schools of thought** that is only slightly directed at the specific question. The structure of the argument shows weaknesses in organisation and the treatment of topics within the answer is unbalanced. The writing contains some inappropriate historical vocabulary. The answer shows some accuracy in grammar, punctuation and spelling but contains frequent errors.
- VI (10–17) The response is not **properly focused on the requirements** of the question. There may be many **unsupported assertions**. The argument may be of very **limited relevance** and there may be **confusion about the implications** of the question. There will be **no sense of the historical debate** on the topic. The answer may be largely **fragmentary and incoherent**, perhaps only in brief note form. The writing contains very inappropriate historical vocabulary. The answer shows very significant weakness in the accuracy of grammar, punctuation and spelling.

**VII (0-9)** The answer demonstrates a **completely unsatisfactory attempt** to convey relevant knowledge and understanding of the general topic and of the historical debate on it. There is **no attempt to answer** the question. There is **no argument and no supporting evidence** for any assertions. The answer is irrelevant and/or incoherent, perhaps in note form. The writing shows very major weakness in the accuracy of grammar, punctuation and spelling.

## UNITS 2590-2591: GENERIC MARK BANDS - THEMES IN HISTORY

### NB

- Examiners are reminded that they are looking for the 'best fit', not a perfect fit, in applying these Generic Mark Bands [see General Marking Instructions #5]
- For all answers, examiners should provisionally award the top mark in the Band and then moderate up/down according to the particular qualities of the answer [see General Marking Instructions #5]
- Candidates who do not address most of the 100 or so-year period required may not be given a mark in Band I for that essay, however good the general quality of their analysis and evaluation.
- The quality of English is NEVER to be used as the sole criterion to pull an answer down into a lower Band.

The topics are based on Themes covering an extended period of at least a hundred years (unless an individual question specifies a slightly shorter period) with the emphasis on continuity, development and change over time (ie. on breadth of understanding rather than on depth of knowledge). The emphasis is on links and comparisons between different aspects of the topics studied, rather than on detailed analysis.

To support the emphasis on breadth and over-view (rather than depth), candidates are given in the exam a factual chronology for their Theme.

### **BANDS I-VII/60: Essay**

- I (48–60) *The response is not perfect but the best that a candidate can be expected to achieve at A2 Level in examination conditions. There may be some unevenness, but the demands of the question (eg. causation, evaluation, change and/or continuity over time) are fully addressed.* The answer demonstrates a **high level of ability to synthesise** elements to reflect the synoptic nature of the Unit. The approach is **consistently analytical or explanatory** rather than descriptive or narrative. The **argument is structured coherently and supported** by very appropriate factual material. Ideas are expressed fluently and clearly. At the lower end of the Band, there *may be some weaker sections but* the overall quality nonetheless shows **the candidate is in control of the argument**. The answer is fully relevant. The writing is fluent and uses appropriate historical vocabulary. The answer shows accuracy in grammar, punctuation and spelling.
- II (42–47) The answer demonstrates clearly the **ability to synthesise** elements to reflect the synoptic nature of the Unit. There is a **good awareness of change and/or continuity** and/or development over the necessary extended period. The response is **focused clearly on the demands of the question, but** there is **some unevenness**. The approach is **mostly analytical or explanatory** rather than descriptive or narrative. **Most of the argument is structured coherently and supported** by very appropriate factual material. The answer is fully relevant. *The impression is that a good solid answer has*

*been provided.* Most of the writing is fluent and uses appropriate historical vocabulary. The answer mostly shows accuracy in grammar, punctuation and spelling.

- III (36–41) The answer demonstrates clearly an **attempt to synthesise some elements** to reflect the synoptic nature of the Unit. There is a **reasonable awareness of change and/or continuity** and/or development over the necessary extended period. The response reflects clear understanding of the question and a **fair attempt to provide an appropriate argument supported** by appropriate factual material. The approach **mostly contains analysis or explanation but may lack balance and** there may be **some heavily descriptive/narrative passages and/or** the answer may be **somewhat lacking in appropriate supporting factual material.** The answer is mostly relevant. The writing is generally fluent and usually uses appropriate historical vocabulary. The grammar, punctuation and spelling are usually accurate.
- IV (30–35) The answer demonstrates an **uneven attempt to synthesise** some elements to reflect the synoptic nature of the Unit. There is an **adequate awareness of change and/or continuity** and/or development over the necessary extended period. The response indicates an **attempt to argue relevantly, but the structure of the argument is poor.** The approach **depends more on heavily descriptive or narrative** passages than on analysis or explanation (which may be limited to introductions and conclusions). Factual material, sometimes very full, is used to **impart information** or describe events **rather than to address directly the requirements of the question.** The writing may lack fluency and there may be some inappropriate historical vocabulary. The answer usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.
- V (24–29) The answer demonstrates a **limited attempt to synthesise** some elements to reflect the synoptic nature of the Unit. There is a **limited awareness of change and/or continuity** and/or development over the necessary extended period. The response offers **some elements of an appropriate answer but the approach lacks analysis or explanation and** there is **little attempt to link factual material to the requirements of the question.** The structure of the answer shows **weaknesses in organisation** and the treatment of topics is **seriously unbalanced.** The writing contains some inappropriate historical vocabulary. The answer shows some accuracy in grammar, punctuation and spelling but contains frequent errors.
- VI (12–23) The answer demonstrates an **unsatisfactory attempt to synthesise** any elements and fails to reflect the synoptic nature of the Module. There is **no understanding of change and/or continuity** and/or development over the necessary extended period. The **answer is not focused** on the requirements of the question and may be of **very limited relevance.** Any **argument** offered may be **fragmentary and incoherent,** and any **assertions** made may be **unsupported** by factual material. There may be serious irrelevance

and/or serious weaknesses in knowledge The writing shows significant weaknesses in the accuracy of grammar, punctuation and spelling.

**VII (0-11)** The answer demonstrates a **completely unsatisfactory attempt to synthesise** any elements and fails completely to reflect the synoptic nature of the Unit. There is **no understanding of change and/or continuity** and/or development over the necessary extended period. There is **no attempt to answer the question**. There is **no argument** and **no supporting evidence** for any assertions. The answer is irrelevant and/or incoherent, perhaps in note form. The writing shows very major weakness in the accuracy of grammar, punctuation and spelling.





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RECOGNISING ACHIEVEMENT

Mark Scheme 2580  
January 2005

**The Reign of Alfred the Great 871 899****1(a) Study Source C**

**From the Source and your own knowledge, explain the reference to 'construct fortified places' (line 20).**

**[20]**

Focus: Explanation of a reference.

No set answer is expected, but candidates need to explain this reference in the context of both the Source's content and the events of Alfred's reign. The reference here is to the construction of the system of burhs undertaken during the 880s in a lull in the fighting with the Vikings and with Alfred aware of the need for major military reforms, of which this burghal system was a key part. The burhs were the defensive strong points created to withstand Viking attacks and to act as a source of counter-attack wherever possible. They were garrisoned on a rotational basis and became a key part of the defensive strategy undertaken by Alfred; they served military but also commercial and governmental purposes. They formed a network across Southern England and are recorded in the near-contemporary Burghal Hidage document. There were 32 in all and they were important in the counter-operations of 892-6. Answers that demonstrate broad understanding and contextual knowledge will warrant **Band III and above**, but answers are supposed to be short and even for 20 marks need not be more than one short paragraph (good candidates write effective answers in only about four sentences). Additional knowledge, understanding and linkage to the Source will deserve **Band II**, but there will be some unevenness. **Band I** will be appropriate for a clear and fairly full treatment of the phrase and its implications. Relevant but descriptive accounts which may not offer contextual support will merit **Band IV**, while **Band V** answers will show only a basic knowledge and understanding. **Band VI** will see little or simplistic explanation with **Band VII** lacking relevance.

**(b) Study Sources A and B**

**Compare these two Sources as evidence for Alfred's concern to be an effective lawgiver.**

**[40]**

Focus: Comparison of two Sources.

No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources 'as evidence for ...'. The headings and attributions should aid evaluation and reference to both is expected in a good answer. The main difference is the more conciliatory tone of Source A; Source B is much harsher. Better answers may detect some sense of authority and firmness in A. They largely agree on the matter of Alfred's concern to be an effective lawgiver. Source A exhibits Alfred's evident care and concern for setting up workable and acceptable laws; the search of the past and the usage of old and established laws should be noted; these formed a precedent; so, too, consultation is evident. Candidates might comment upon the tone of the Source. Source B demonstrates a firmness of hand; the king imposes justice and sets (high) standards; there is a sense of difficult conditions within which to administer the law but the king is 'firm' in his desire for good and effective justice; 'command' features; office-holders must do better or give up their posts; 'terrified' is an important word in this context. Both convey an interest in justice and a strong desire to see its effective implementation. The personal role of Alfred is important and a link could be made to his sense of Christian kingship and its values. Good, effective, just government and rule required high standards from the politically important. The tone of Source B does convey a king who wanted to be obeyed and was actively involved in government and law-making and law-giving. **Band I** answers will make a good comparative use of the Sources and their provenance to make balanced judgements, analysing areas of similarity and difference. **Band II** will do most of this, but the comparison will lack some balance and be less compete in the range of comparative criteria used. **Band III** answers will attempt genuine comparison, but with less assurance and balance, and perhaps with descriptive section. Answers in **Band IV** will be largely descriptive and sequential. Any comparison will mostly be implicit. Much may only be a paraphrase. Answers in **Band V** will show only a basic understanding of the Sources with the identification of only a few points. **Band VI answers** will paraphrase whilst **Band VII** answers will lack any comparison or will simply use only one Source.

**(c) Study all the Sources**

**Using all these Sources and your knowledge, assess the view that Alfred's success as a ruler was based upon a close supervision of all aspects of government.**

**[60]**

Focus: Judgement in context, based on the set of Sources and own knowledge.

Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected. Candidates need to give due attention to 'close personal supervision'. Source A offers a view of the importance of creating an effective law code (the only one of the reign) and the king's role is prominent. Source B suggests something of the vigorous impact of Alfred as a king. Alfred is closely involved, pro-active, keen to enforce his will and judicial processes; the tone is important as is the sense of good and proper justice. Source C shows the use of churchmen and politically important figures in delivering good government; the building of fortifications is a reminder of the context of military needs; Alfred needed cooperation in delivering his authority and power. Source D raises the important issue of the real extent of Alfred's control and so governmental authority and power, reminding us that he was, in reality, only King of Wessex (and parts of Mercia). This could be developed by own knowledge including the sense of repeated attempts to improve government effectiveness, suggesting (at least) problems of enforcement of royal will and standards. Mention might be made of the language and tone of some of the Sources. Context knowledge can embrace the nature of Alfredian government, the roles of churchmen and of nobles, thegns, reeves; the importance of military as of political needs (warfare was a big feature of the reign); Alfred was an all-rounder king, of course, with a range of interests, including cultural, literary and religious, and these could be used here by way of linkage. This would convey the sense of 'all aspects of government', a phrase open to broad interpretation. Exhaustive coverage is not expected, even for the top Bands. Answers that demonstrate an understanding of the major issues, offer a range of contextual points and set the Sources alongside them should reach **at least Band III**. Answers in **Band I and II** will strike a reasonable balance between all the Sources, possibly with their limitations, and own knowledge and advance an informed and reasoned judgement on the question; **Band I** answers must address directly the assertion in the question and will be well balanced. **Band II** answers will demonstrate similar qualities, but with less assurance, possibly omitting use of one Source. **Band III** answers will be somewhat unbalanced between Sources and own knowledge, but will still demonstrate some understanding of the major issues in the question. The Sources may often be used for reference rather than analysis. Answers limited to use of the Sources will have a **ceiling of Band III**; answers only using own knowledge will have a **ceiling of Band IV**. **Band IV** answers will show an evident imbalance between analysis of the Sources and contextual knowledge, being confined largely to rehearsals of the Sources or of context with little attempt at cross-reference or evaluation. There may be sequential discussion of the Sources. Answers in **Band V** will attempt an answer, but will offer only the most basic response, with much that is likely to be implicit. **Band VI** answers will be weak, missing the main thrust of the question, whilst **Band VII** answers will be fragmentary and irrelevant.

**The Normans in England 1066-87**

**2(a) From this Source and your own knowledge, explain the reference to 'shire courts' (line 11).**

**[20]**

Focus: Explanation of a reference.

No set answer is expected, but candidates need to explain this reference in the context of the Source's contents and topic knowledge.

'Shire courts' were an important feature of Norman and Anglo-Norman government. Inherited from the Anglo-Saxon state, their functions increased with the greater responsibilities given to the sheriffs (old shire-reeves). They combined fiscal, territorial (land enquiries) and judicial roles; the raising of fines as well as the punishment of wrongdoers were important; the sheriffs were key figures, often assisted by local dignitaries and possibly royal agents or commissioners. They were the workhorses of local and regional government and administration. Here the reference to the courts of three

neighbouring counties might be developed. Answers that demonstrate broad understanding and contextual knowledge will warrant **Band III and above**, but answers are supposed to be short and even for 20 marks need not be more than one short paragraph (good candidates write effective answers in only about four sentences). Additional knowledge, understanding and linkage to the Source will deserve **Band II**, but there will be some unevenness. **Band I** will be appropriate for a clear and fairly full treatment of the phrase and its implications. Relevant but descriptive accounts which may not offer contextual support will merit **Band IV**, while **Band V** answers will show only a basic knowledge and understanding. **Band VI** will see little or simplistic explanation with **Band VII** lacking relevance.

**(b) Study Sources A and C**

**How far does Source A support Source C as evidence for William I's concern to reconcile the English and the Normans?**

**[40]**

Focus: Comparison of two Sources.

No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, using the Sources 'as evidence for ...'. The headings and attributions will aid evaluation here. Candidates need to consider the balance between the appearance and reality of reconciliation efforts. Source A features the Coronation of William I and his promises, including limits to taxes, good conduct by his supporters, curbs on unruly behaviour. The context of this event is of importance. Source C seeks the loyalty of the English with promises to govern and rule well, to uphold the 'laws of King Edward', to be consultative and to have consideration for the 'welfare of the English people'. Together, these Sources suggest a desire to reconcile the native English, though reality was often different. Candidates might comment upon the tone and language of both Sources. Source A has inference while Source C is more explicit as to the royal concern. **Band I** answers will make a good comparative use of the Sources and their provenance to make balanced judgements, analysing areas of similarity and difference. **Band II** will do most of this, but the comparison will lack some balance and be less competent in the range of comparative criteria used. **Band III** answers will attempt genuine comparison, but with less assurance and balance, and perhaps with descriptive sections. Answers in **Band IV** will be largely descriptive and sequential. Any comparison will mostly be implicit. Much may only be a paraphrase. Answers in **Band V** will show only a basic understanding of the Sources with the identification of only a few points. **Band VI** answers will paraphrase whilst **Band VII** answers will lack any comparison or will simply use only one Source.

**(c) Study all the Sources**

**Using all these Sources and your own knowledge, assess the view that William I provided just and innovative government in Norman England.**

**[60]**

Focus: Judgement in context, based on the set of Sources and own knowledge.

Successful answers will need to make use of all four Sources, testing them against contextual knowledge, and evaluate their strengths and weaknesses, any limitations as evidence. Candidates can develop their argument and no set conclusion is expected. Attention to 'just and innovative' is important in evaluation of the question. Source A is an early statement of (apparent) intent with promises made to win over the English. It emphasises just actions. Source B focuses upon the issue of land rights and offers a sense of close attention to detail: 'unjust exactions', 'thorough investigation'; comparison can be made with Source D. Source C focuses upon the so-called 'Laws' of William I and mentions, *inter alia*, the king's peace, the use of Anglo-Saxon laws and Norman controls and feudal developments (lands, fidelity). Source D focuses upon the making of Domesday Book and the efficiency involved; an Anglo-Saxon basis to government and to its compilation is featured and the efficacy of Norman government put into context. Anglo-Saxon bases and precedents were used because they mattered. The Sources suggest apparent interest (etc.) but own knowledge can supply material about exactions, oppression, ruthlessness (leading to native unrest). Royal needs were paramount, based around military and fiscal needs. Contemporary evidence of oppressive rule is easy to cite. Feudal barons and sheriffs were active and oppressive. Reference could be made to the very nature of Anglo-Norman and Norman government (Chancery, writs, fiscal machinery, courts, forms of central and local administration, record-keeping, the use of

commissions). A good sense of justice and innovation should be conveyed or debated. Both can be defined in terms of (eg.) raising taxes, surveying lands, redistributing lands, imposing a new feudal order and stern justice and of personal activism, personal supervision, involvement of William and leading churchmen and barons. 'Innovative' can be discussed in respect of the balance between the use of existing systems (as in Source D) and novelty or energy being injected into government and law areas. There is scope for argument here. Exhaustive coverage is not expected, even for the top Bands. Answers that demonstrate an understanding of the major issues, offer a range of contextual points and set the Sources alongside them should reach **at least Band III**. Answers in **Band I and II** will strike a reasonable balance between all the Sources, possibly with their limitations, and own knowledge and advance an informed and reasoned judgement on the question; **Band I** answers must address directly the assertion in the question and will be well balanced. **Band II** answers will demonstrate similar qualities, but with less assurance, possibly omitting use of one Source. **Band III** answers will be somewhat unbalanced between Sources and own knowledge, but will still demonstrate some understanding of the major issues in the question. The Sources may often be used for reference rather than analysis. Answers limited to use of the Sources will have a **ceiling of Band III**; answers only using own knowledge will have a **ceiling of Band IV**. **Band IV** answers will show an evident imbalance between analysis of the Sources and contextual knowledge, being confined largely to rehearsals of the Sources or of context with little attempt at cross-reference or evaluation. There may be sequential discussion of the Sources. Answers in **Band V** will attempt an answer, but will offer only the most basic response, with much that is likely to be implicit. **Band VI** answers will be weak, missing the main thrust of the question, whilst **Band VII** answers will be fragmentary and irrelevant.

### **The First Crusade and its Origins 1073–99**

#### **3(a) Study Source B**

**From this Source and your own knowledge, explain the reference to 'this land which you inhabit is too small for your large population' (lines 11-12) [20]**

Focus: Explanation of a reference.

No set answer is expected, but candidates need to explain this reference in the context of the Source's contents and knowledge of the background to the Crusade. An important motive in going on the Crusade was land hunger associated with population pressures and shortages of cultivatable land. Here, Pope Urban II is explicit in his argument and he puts this into a wider context, including unrest. Candidates might illustrate the effects of these pressures in (say) France and the outcomes in a search for new lands well away from home, sometimes led by a feudal lord, sometimes the result of simple popular wander-lust. Answers that demonstrate broad understanding and contextual knowledge will warrant **Band III and above**, but answers are supposed to be short and even for 20 marks need not be more than one short paragraph (good candidates write effective answers in only about four sentences). Additional knowledge, understanding and linkage to the Source will deserve **Band II**, but there will be some unevenness. **Band I** will be appropriate for a clear and fairly full treatment of the phrase and its implications. Relevant but descriptive accounts which may not offer contextual support will merit **Band IV**, while **Band V** answers will show only a basic knowledge and understanding. **Band VI** will see little or simplistic explanation with **Band VII** lacking relevance.

#### **(b) Study Sources A and C**

**Compare these Sources as evidence for the nature of the Turkish threat to the Christians. [40]**

Focus: Comparison of two Sources.

No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources 'as evidence for ...'. The headings and attributions should aid evaluation. Candidates need to focus on 'Turkish threat'. Together the Sources cover threats that were territorial, personal (to a range of Christian people) and military (power, tactics). Similarities are present; some subtle differences are presented. Source A conveys the sense of cruelty and power of the Turkish attacks and successes; these had taken them well inside the Byzantine Empire and with much attendant bloodshed and violence ('horrible cruelty', 'devastated', 'tyrannical violence', 'slain many', 'murder of so many'). Source C focuses more upon

numerical size and strength as well as military tactics (javelins, arrows, etc.). Together the Sources suggest an extensive and major threat, one to be overcome by the crusaders. Language and tone can be used as an area for commentary here. **Band I** answers will make a good comparative use of the Sources and their provenance to make balanced judgements, analysing areas of similarity and difference. **Band II** will do most of this, but the comparison will lack some balance and be less complete in the range of comparative criteria used. **Band III** answers will attempt genuine comparison, but with less assurance and balance, and perhaps with descriptive sections. Answers in **Band IV** will be largely descriptive and sequential. Any comparison will mostly be implicit. Much may only be a paraphrase. Answers in **Band V** will show only a basic understanding of the Sources with the identification of only a few points. **Band VI** answers will paraphrase whilst **Band VII** answers will lack any comparison or will simply use only one Source.

(c) **Study all the Sources**

**Using all these Sources and your own knowledge, assess the view that the Crusaders were inspired primarily by strong religious feelings.** [60]

Focus: Judgement in context, based on the set of Sources and own knowledge.

Candidates' successful answers will need to make use of all four Sources, testing them against contextual knowledge, and will need to evaluate their strengths and weaknesses and any limitations as evidence. Candidates can develop their arguments and no set conclusion is expected. Candidates need to focus upon the idea of 'strong religious feelings' in the question. 'primarily' opens up other factors. Source A features the strong sense of liberation of the Holy Land with its obvious and overt religious momentum allied to the idea of giving aid to the beleaguered Byzantine Empire. The use of language can be assessed here. Source B again has strong language usage and suggests wider motives, beyond the religious; the exporting of domestic unrest and its causes are stressed strongly here, with the Church giving clear lead. Source C focuses upon an important battle and mentions military tactics, the importance of the size of threat faced and stresses the vital rôle of God and of religious fervour in winning the battle. Again, the language tone merits consideration. Source D focuses upon the ultimate Crusade goal, the capture of Jerusalem, replete with bloodshed and looting. Own knowledge can supply plenty of material as to religious inspiration (the role of Pope Urban II, the presence of the Papal Legate Adhemar, the People's Crusade, events at Antioch and Jerusalem). But economic, social and military factors can be adduced, too: material rewards; land hunger; leadership of nobles, followings of knights; pilgrimage as both a religious-spiritual event (remission of sins, etc) but also a popular and populist event; the export of unrest from Europe. Exhaustive coverage is not expected, even for the top Bands. Candidates who demonstrate an understanding of the major issues, offer a range of contextual points and set the Sources alongside them should reach **at least Band III**. Answers in **Band I and II** will strike a reasonable balance between all the Sources, possibly with their limitations, and own knowledge and advance an informed and reasoned judgement on the question; **Band I** answers must address directly the assertion in the question and will be well balanced. **Band II** answers will demonstrate similar qualities, but with less assurance, possibly omitting use of one Source. **Band III** answers will be somewhat unbalanced between Sources and own knowledge, but will still demonstrate some understanding of the major issues in the question. The Sources may often be used for reference rather than analysis. Answers limited to use of the Sources will have **a ceiling of Band III**; answers only using own knowledge will have **a ceiling of Band IV**. **Band IV** answers will show an evident imbalance between analysis of the Sources and contextual knowledge, being confined largely to rehearsals of the Sources or of context with little attempt at cross-reference or evaluation. There may be sequential discussion of the Sources. Answers in **Band V** will attempt an answer, but will offer only the most basic response, with much that is likely to be implicit. **Band VI** answers will be weak, missing the main thrust of the question, whilst **Band VII** answers will be fragmentary and irrelevant.



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RECOGNISING ACHIEVEMENT

Mark Scheme 2581  
January 2005

**1 The Wars of the Roses 1450-85****(a) Study Source D**

**From this Source and your own knowledge, explain the reference to 'the Lord Protector was most worthy to be King and no other' (lines 26-27). [20] Focus: Explanation of a reference.**

No set answer is expected, but candidates need to explain this reference in the context of both the Source's content and the events of 1483. The reference claims that Richard, the Lord Protector, is the rightful king and provides justification for Richard's usurpation. Candidates cannot be expected to know who Dr Shaw was but can note that, as he made this declaration at a gathering at St Paul's Cathedral, it was intended to give Richard backing from the Church. It was based on the allegation that Edward V and his brother Richard Duke of York were both illegitimate, and thus had no right of inheriting the crown, because their father Edward IV had been pre-contracted to Lady Eleanor Butler at the time he married Elizabeth Woodville in 1464, a story convenient for Richard but for which there was no evidence. The alternative allegation (that Edward IV was illegitimate, so his children had no rights of succession) may also be referred to. Answers that demonstrate broad understanding and contextual knowledge will warrant **Band III and above**, but answers are supposed to be short and even for 20 marks need not be more than one short paragraph (good candidates write effective answers in only about four sentences). Additional knowledge, understanding and linkage to the Source will deserve **Band II**, but there will be some unevenness. **Band I** will be appropriate for a clear and fairly full treatment of the phrase and its implications. Relevant but descriptive accounts which may not offer contextual support will merit **Band IV**, while **Band V** answers will show only a basic knowledge and understanding. **Band VI** will see little or simplistic explanation with **Band VII** lacking relevance.

**(b) Study Sources A and B**

**Compare these Sources as evidence for the problems created by the premature death of Edward IV in 1483. [40]**

Focus: Comparison of two Sources.

No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources 'as evidence for ...'. The headings and attributions should aid evaluation and reference to both is expected in a good answer. The two Sources agree that Edward IV's death posed questions as to how the country should be governed during the minority of Edward V, but differ in their explanation of the options. Both indicate that the main issues were whether Richard Duke of Gloucester should be put in control and what the role of the Woodvilles should be. They differ as to whether Edward IV had explicitly named Richard as Protector in his will. They also differ as to whether Edward IV's wish that his brother Gloucester should be Protector was written down (Source A says it wasn't whereas Source B says Edward wrote it in his will). Examination of the provenance of the two Sources suggests that Source A, by a historian with access to a range of sources, is more likely to be accurate. Source A adds the complexity of the 1475 arrangements that named Queen Elizabeth as Regent. **Band I** answers will make a good comparative use of the Sources and their provenance to make balanced judgements, analysing areas of similarity and difference. **Band II** will do most of this, but the comparison will lack some balance and be less complete in the range of comparative criteria used. **Band III** answers will attempt genuine comparison, but with less assurance and balance, and perhaps with descriptive section. Answers in **Band IV** will be largely descriptive and sequential. Any comparison will mostly be implicit. Much may only be a paraphrase. Answers in **Band V** will show only a basic understanding of the Sources with the identification of only a few points. **Band VI answers** will paraphrase whilst **Band VII** answers will lack any comparison or will simply use only one Source.



**(c) Study all the Sources**

Using all these Sources and your own knowledge, assess the view that Richard's main motive in seizing the Crown was self-preservation rather than ambition.

[60]

Focus: Judgement in context, based on the set of Sources and own knowledge.

Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected. The proposition may be agreed with or rejected - no set answer is looked for - but it must be considered seriously, even if the claim is then rejected. Answers need to use all four Sources, evaluating them as to their strengths and limitations as evidence and testing them against contextual knowledge. Only Source B suggests that ambition could be the main motive, but even this Source regards self-preservation as equally important. Careful consideration of this Source indicates that Richard was at a disadvantage because he was in Yorkshire when Edward IV died and that the Woodvilles tried to dilute his power as Protector. Sources A and C support the proposition in the question. Source C explicitly claims that he feared men 'who had to sworn destroy his honour and his life' (lines 20-21) and that this was why he arrested Rivers (the queen's brother) and others. Source A also draws attention to the mistrust between Richard and the Woodvilles. Source D makes no reference to threats to Richard's position but explains how he removed Hastings - an obstacle to the usurpation - and then through Shaw's sermon put forward a justification for it. This could imply that he was motivated by ambition, though this Source describes events over two months after Edward IV's death so it could be argued that usurpation was not Richard's original intention. Candidates may use their own knowledge of the reaction to these events to suggest that the crown was his true aim. Knowledge of the sequence of events in 1483 may be used to support or question the proposition. Candidates who demonstrate an understanding of the major issues, offer a range of contextual points and set the Sources alongside them should reach **at least Band III**. Answers in **Band I and II** will strike a reasonable balance between all the Sources, possibly with their limitations, and own knowledge and advance an informed and reasoned judgement on the question; **Band I** answers must address directly the assertion in the question and will be well balanced. **Band II** answers will demonstrate similar qualities, but with less assurance, possibly omitting use of one Source. **Band III** answers will be somewhat unbalanced between Sources and own knowledge, but will still demonstrate some understanding of the major issues in the question. The Sources may often be used for reference rather than analysis. Answers limited to use of the Sources will have a **ceiling of Band III**; answers only using own knowledge will have a **ceiling of Band IV**. **Band IV** answers will show an evident imbalance between analysis of the Sources and contextual knowledge, being confined largely to rehearsals of the Sources or of context with little attempt at cross-reference or evaluation. There may be sequential discussion of the Sources. Answers in **Band V** will attempt an answer, but will offer only the most basic response, with much that is likely to be implicit. **Band VI** answers will be weak, missing the main thrust of the question, whilst **Band VII** answers will be fragmentary and irrelevant.

**2 The German Reformation 1517-30****(a) Study Source D**

From this Source and your own knowledge, explain the reference to 'the threat of a Church council' (line 25).

[20]

Focus: Explanation of a reference.

No set answer is expected, but candidates need to explain this reference in the context of both the Source's content and the events of the early Reformation. Luther and others in Germany called for a general (or ecumenical) council to reform the church. Luther saw the

papal refusal to call a council as one of the three 'walls' (lines 20-21) by which the Papacy protected itself; 'Rome pretends that no one may call ... a council but the Pope alone.' (lines 26-27). Experience of the councils of the first half of the fifteenth-century (there is no requirement for candidates to name any) was at the root of this reluctance. Councils could be difficult for popes to 'control'. The presence of clerics from different countries and therefore different political allegiances could be a problem (echoing Luther in lines 21-23 on secular princes). Primarily, Pope Leo X feared the political ideas that had developed during the 15<sup>th</sup> century: conciliar theory argued that supreme power rested not with the pope but with the whole church assembled together in a council. Leo was frightened by the possibility of such a challenge to papal authority (hence Luther's use of the word 'threat' line 25); some may know his legitimacy as pope had already been challenged by the French. Candidates may, however, note that a council had only just finished (5<sup>th</sup> Lateran Council 1512-17). Source D dates from 1520 so most candidates will probably limit their answers to that point, but they may validly point out that calls for a council continued and one was eventually summoned (Trent). Answers that demonstrate broad understanding and contextual knowledge will warrant **Band III and above**, but answers are supposed to be short and even for 20 marks need not be more than one short paragraph (good candidates write effective answers in only about four sentences). Additional knowledge, understanding and linkage to the Source will deserve **Band II**, but there will be some unevenness. **Band I** will be appropriate for a clear and fairly full treatment of the phrase and its implications. Relevant but descriptive accounts which may not offer contextual support will merit **Band IV**, while **Band V** answers will show only a basic knowledge and understanding. **Band VI** will see little or simplistic explanation with **Band VII** lacking relevance.

**(b) Study Sources A and B**

**Compare these Sources as evidence for Luther's attitude to the Papacy. [40]**

Focus: Comparison of two Sources.

No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources 'as evidence for ...'. The headings and attributions should aid evaluation and reference to both is expected in a good answer. Source A is by Luther and therefore has real utility as evidence. He stresses his obedience to Pope Leo and denies that the 95 Theses criticised the Pope's power. This can be examined by candidates who should have some knowledge of the Theses. Source B is by Eck, Luther's opponent in the Leipzig Debate and a staunch defender of the Papacy, and so provides equally useful evidence. Some might dismiss Source B as 'biased' but parts are clearly true: the debate was before 'learned people'; Luther asserted he would defy Church authorities and would stand alone on his faith; he would not accept the primacy of papal authority when questioned about the power inherited directly from Peter. Although written only a year later than Source A, this extract shows significant development in Luther's attitude. **Band I** answers will make a good comparative use of the Sources and their provenance to make balanced judgements, analysing areas of similarity and difference. **Band II** will do most of this, but the comparison will lack some balance and be less complete in the range of comparative criteria used. **Band III** answers will attempt genuine comparison, but with less assurance and balance, and perhaps with descriptive section. Answers in **Band IV** will be largely descriptive and sequential. Any comparison will mostly be implicit. Much may only be a paraphrase. Answers in **Band V** will show only a basic understanding of the Sources with the identification of only a few points. **Band VI** answers will paraphrase whilst **Band VII** answers will lack any comparison or will simply use only one Source.

**(c) Study all the Sources**

Using all these Sources and your own knowledge, assess the claim that the Roman authorities were more responsible than Luther for his break with Rome by 1520.

[60]

Focus: Judgement in context, based on the set of Sources and own knowledge.

Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected. Source A shows Luther's willingness to accept papal authority in 1517-early 1519 (ie. before the Leipzig Dispute when Eck pushed him into a corner and forced him for the first time to consider papal claims) - although candidates might question how far Luther was prepared to go, either way. Sources B and C can be taken either way. One view of Source B is that Eck, representative of Rome, was shifting blame onto Luther. Conversely, the essence of Eck's report of Luther's statements about Rome and the papacy were true (if the spin and tone Eck put on them is exaggerated). Source C demonstrates the dilemma of many Humanists: sympathetic to much Luther said but feeling the strength of his views threatened the church peace and unity. Source C thus illustrates the support for Luther within parts of the catholic church and the desire to work with him. Source D expresses the hostility to the papacy that Luther developed after Leipzig. It makes some fair points about papal claims, although the manner in which they are represented is hardly conciliatory. Candidates should have plenty of own knowledge to support or deny the claim in the question. They can draw on developments and relations between the papacy and Luther from the 95 Theses (1517) via the conference with Cardinal Cajetan (1518) to the condemnation of Luther's ideas by Pope Leo X in the bull *Exsurge Domine* (1520). Meaningful attempts to group Sources should be credited. Candidates who demonstrate an understanding of the major issues, offer a range of contextual points and set the Sources alongside them should reach **at least Band III**. Answers in **Band I and II** will strike a reasonable balance between all the Sources, possibly with their limitations, and own knowledge and advance an informed and reasoned judgement on the question; **Band I** answers must address directly the assertion in the question and will be well balanced. **Band II** answers will demonstrate similar qualities, but with less assurance, possibly omitting use of one Source. **Band III** answers will be somewhat unbalanced between Sources and own knowledge, but will still demonstrate some understanding of the major issues in the question. The Sources may often be used for reference rather than analysis. Answers limited to use of the Sources will have a **ceiling of Band III**; answers only using own knowledge will have a **ceiling of Band IV**. **Band IV** answers will show an evident imbalance between analysis of the Sources and contextual knowledge, being confined largely to rehearsals of the Sources or of context with little attempt at cross-reference or evaluation. There may be sequential discussion of the Sources. Answers in **Band V** will attempt an answer, but will offer only the most basic response, with much that is likely to be implicit. **Band VI** answers will be weak, missing the main thrust of the question, whilst **Band VII** answers will be fragmentary and irrelevant.

**3 Mid-Tudor Crises 1540-58****(a) Study Source C**

From this Source and your own knowledge, explain the reference to 'the bishops, who were imprisoned in Oxford and later martyred' (lines 18-19). [20]

Focus: Explanation of a reference.

No set answer is expected, but candidates need to explain this reference in the context of both the Source's content and the events of Mary's reign. The reference is to the three 'Oxford martyrs', Archbishop Thomas Cranmer of Canterbury, Bishop Nicholas Ridley of London and Hugh Latimer, formerly Bishop of Worcester. Cranmer was burnt in 1556, Ridley and Latimer together in 1555. 'Martyred' merits a comment: in other words, dying as

a witness for the cause of protestantism; the prominence of the three bishops is underlined by the fact that Hickman visits them for spiritual direction. Answers that demonstrate broad understanding and contextual knowledge will warrant **Band III and above**, but answers are supposed to be short and even for 20 marks need not be more than one short paragraph (good candidates write effective answers in only about four sentences). Additional knowledge, understanding and linkage to the Source will deserve **Band II**, but there will be some unevenness. **Band I** will be appropriate for a clear and fairly full treatment of the phrase and its implications. Relevant but descriptive accounts which may not offer contextual support will merit **Band IV**, while **Band V** answers will show only a basic knowledge and understanding. **Band VI** will see little or simplistic explanation with **Band VII** lacking relevance.

**(b) Study Sources A and B**

**Compare these Sources as evidence for the restoration of Catholicism in Mary I's reign. [40]**

Focus: Comparison of two Sources.

No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources 'as evidence for ...'. The headings and attributions should aid evaluation and reference to both is expected in a good answer. Source A sees a rapid and spontaneous return of the mass, at least by unmarried (ie. probably catholic, or at least traditionalist/conservative) clergy, and the restoration of altars, pictures, images and the Latin service. This speedy revival in catholic Yorkshire of what Mary herself termed 'the old religion' can be contrasted with the slower restoration in Stanford-in-the-Vale (Source B) in a different part of the country. Though the altar was quickly re-erected, images were not purchased until 1556. On the other hand, since it is an account book, Source B does not disclose when the Latin service returned nor when 'the old ceremonies' were revived. It may be that this occurred not long after 1553, for the catholic sympathies of the churchwardens are revealed in the phrase 'in the wicked time of schism' (line 9). **Band I** answers will make a good comparative use of the Sources and their provenance to make balanced judgements, analysing areas of similarity and difference. **Band II** will do most of this, but the comparison will lack some balance and be less complete in the range of comparative criteria used. **Band III** answers will attempt genuine comparison, but with less assurance and balance, and perhaps with descriptive section. Answers in **Band IV** will be largely descriptive and sequential. Any comparison will mostly be implicit. Much may only be a paraphrase. Answers in **Band V** will show only a basic understanding of the Sources with the identification of only a few points. **Band VI** answers will paraphrase whilst **Band VII** answers will lack any comparison or will simply use only one Source.

**(c) Study all the Sources**

**Using all these Sources and your own knowledge, assess the view that the restoration of Catholicism in 1553-58 enjoyed little popular support. [60]**

Focus: Judgement in context, based on the set of Sources and own knowledge.

Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected. Source C certainly suggests the proposition in the question is correct, and mentions a network of protestants who refused to conform, but Source C is from the pen of a staunch protestant. Source D indicates hostility to the policy of burning heretics, refers to protestant sympathisers and warns of a possible overthrow of catholicism, though the Source perhaps reflects the situation only in London, that centre of committed Protestantism (thus ? typicality). Source A points in the other direction, but again it too is from a partisan – this time based in a religiously conservative area

(Yorkshire). Source B at the very least implies compliance, and some enthusiasm for the changes. Other evidence needs drawing on to substantiate or qualify these rival viewpoints, in either direction. Candidates who demonstrate an understanding of the major issues, offer a range of contextual points and set the Sources alongside them should reach **at least Band III**. Answers in **Band I and II** will strike a reasonable balance between all the Sources, possibly with their limitations, and own knowledge and advance an informed and reasoned judgement on the question; **Band I** answers must address directly the assertion in the question and will be well balanced. **Band II** answers will demonstrate similar qualities, but with less assurance, possibly omitting use of one Source. **Band III** answers will be somewhat unbalanced between Sources and own knowledge, but will still demonstrate some understanding of the major issues in the question. The Sources may often be used for reference rather than analysis. Answers limited to use of the Sources will have a **ceiling of Band III**; answers only using own knowledge will have a **ceiling of Band IV**. **Band IV** answers will show an evident imbalance between analysis of the Sources and contextual knowledge, being confined largely to rehearsals of the Sources or of context with little attempt at cross-reference or evaluation. There may be sequential discussion of the Sources. Answers in **Band V** will attempt an answer, but will offer only the most basic response, with much that is likely to be implicit. **Band VI** answers will be weak, missing the main thrust of the question, whilst **Band VII** answers will be fragmentary and irrelevant.

#### 4 The English Civil War 1637-49

##### (a) Study Source A

**From this Source and your own knowledge, explain the reference to ‘the Scottish army in England’ (line 2). [20]**

Focus: Explanation of a reference.

No set answer is expected, but candidates need to explain this reference in the context of both the Source’s content and the events of the Civil War. The Solemn League and Covenant, taken by the Scottish Convention of Estates in August 1643 and by the English Parliament the following month, established and sealed the Anglo-Scottish military alliance against Charles I. A covenanter army entered England in January 1644, fought at Marston Moor against the king and helped to weaken royalist military power in the north. However, as Source A states, in 1645 the decisive victories were won by English forces without the aid of their Scottish allies. Answers that demonstrate broad understanding and contextual knowledge will warrant **Band III and above**, but answers are supposed to be short and even for 20 marks need not be more than one short paragraph (good candidates write effective answers in only about four sentences). Additional knowledge, understanding and linkage to the Source will deserve **Band II**, but there will be some unevenness. **Band I** will be appropriate for a clear and fairly full treatment of the phrase and its implications. Relevant but descriptive accounts which may not offer contextual support will merit **Band IV**, while **Band V** answers will show only a basic knowledge and understanding. **Band VI** will see little or simplistic explanation with **Band VII** lacking relevance.

##### (b) Study Sources C and D

**Compare these Sources as evidence for the character and conduct of the New Model Army. [40]**

Focus: Comparison of two Sources.

No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources ‘as evidence for ...’. The headings and attributions should aid evaluation and reference to both is expected in a good answer. The two Sources present quite a stark contrast. Source C relates violence, many deaths and the ‘rough’ treatment of women and looting while Source D emphasises the self-discipline and ‘mercy’ of the New Model, so much so that ‘they won

the love of their enemies' (line 25). In contrast, the godliness of the New Model reported in Source D finds few echoes in Source C. Trenchant anti-Catholicism may explain some of the violence (including the death of Major Cuffle recorded in Source C), although in lines 19-20 (Source C) Hugh Peters gives the storming of Basing House a providential spin which does mirror the general perspective of Source D. **Band I** answers will make a good comparative use of the Sources and their provenance to make balanced judgements, analysing areas of similarity and difference. **Band II** will do most of this, but the comparison will lack some balance and be less complete in the range of comparative criteria used. **Band III** answers will attempt genuine comparison, but with less assurance and balance, and perhaps with descriptive section. Answers in **Band IV** will be largely descriptive and sequential. Any comparison will mostly be implicit. Much may only be a paraphrase. Answers in **Band V** will show only a basic understanding of the Sources with the identification of only a few points. **Band VI** answers will paraphrase whilst **Band VII** answers will lack any comparison or will simply use only one Source.

**(c) Study all the Sources**

**Using all these Sources and your own knowledge, assess the view that Charles I's failure in 1645 'to devise a clear military strategy' (Source A, line 5) was the main reason for the royalist defeat in the First Civil War. [60]**

Focus: Judgement in context, based on the set of Sources and own knowledge.

Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected. Support for the proposition in Source A receives some backing from Source B (that Charles would have been better advised to stay at Leicester); but Sources C and D introduce other elements: the organisation, godliness and effectiveness of the New Model Army, including their regular pay and the important supply of equipment by Parliament. Source A also draws attention to the superiority in numbers, control of the ports and possession of the navy that the parliamentary side enjoyed in 1645. Faced with these contrasting factors, it is up to candidates to deploy their own knowledge and argue an effective case one way or the other. Candidates who demonstrate an understanding of the major issues, offer a range of contextual points and set the Sources alongside them should reach **at least Band III**. Answers in **Band I and II** will strike a reasonable balance between all the Sources, possibly with their limitations, and own knowledge and advance an informed and reasoned judgement on the question; **Band I** answers must address directly the assertion in the question and will be well balanced. **Band II** answers will demonstrate similar qualities, but with less assurance, possibly omitting use of one Source. **Band III** answers will be somewhat unbalanced between Sources and own knowledge, but will still demonstrate some understanding of the major issues in the question. The Sources may often be used for reference rather than analysis. Answers limited to use of the Sources will have **a ceiling of Band III**; answers only using own knowledge will have **a ceiling of Band IV**. **Band IV** answers will show an evident imbalance between analysis of the Sources and contextual knowledge, being confined largely to rehearsals of the Sources or of context with little attempt at cross-reference or evaluation. There may be sequential discussion of the Sources. Answers in **Band V** will attempt an answer, but will offer only the most basic response, with much that is likely to be implicit. **Band VI** answers will be weak, missing the main thrust of the question, whilst **Band VII** answers will be fragmentary and irrelevant.

**5 Louis XIV's France 1661-93****(a) Study Source C**

**From this Source and your own knowledge, explain the reference 'he is a patron of the fine arts' (lines 18-19). [20]**

Focus: Explanation of a reference.

No set answer is expected, but candidates need to explain this reference in the context of both the Source's content and of Louis' reign. Spanheim sees Louis' interest in the arts as part of his devotion to monarchy and it reflects his better qualities as king. However, the writer notes Louis as being prone to ideas of grandeur. Candidates can use their own knowledge to explain Versailles as a major centre of cultural life in which France's most famous artists worked in literature, music, painting and sculpture. (NB candidates are not expected to have knowledge of individual arts.) Spanheim can be used as a starting point to explain the limits as well as the extent of the King's interests and tastes. Certainly they impressed contemporaries inside and outside France. Answers that demonstrate broad understanding and contextual knowledge will warrant **Band III and above**, but answers are supposed to be short and even for 20 marks need not be more than one short paragraph (good candidates write effective answers in only about four sentences). Additional knowledge, understanding and linkage to the Source will deserve **Band II**, but there will be some unevenness. **Band I** will be appropriate for a clear and fairly full treatment of the phrase and its implications. Relevant but descriptive accounts which may not offer contextual support will merit **Band IV**, while **Band V** answers will show only a basic knowledge and understanding. **Band VI** will see little or simplistic explanation with **Band VII** lacking relevance.

**(b) Study Sources A and D**

**Compare these Sources as evidence of Louis XIV's absolutism. [40]**

Focus: Comparison of two Sources.

No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources 'as evidence for ...'. The headings and attributions should aid evaluation and reference to both is expected in a good answer. Source A sees Louis XIV as dedicated and self-sacrificing. Source D views the king as a tyrant. However, there is a measure of agreement between them for Northleigh writes in Source D about the subservience of ministers, institutions and officials, of which Louis would approve. An assessment of Source A could point out that, whilst one must treat it carefully as the king's self-serving opinions, it reflects quite accurately what he thought of kingship, and he did work hard. By contrast, Northleigh was an English traveller, coming from a different political tradition. Candidates can expand on what might be meant by the 'excesses' of the French government. **Band I** answers will make a good comparative use of the Sources and their provenance to make balanced judgements, analysing areas of similarity and difference. **Band II** will do most of this, but the comparison will lack some balance and be less complete in the range of comparative criteria used. **Band III** answers will attempt genuine comparison, but with less assurance and balance, and perhaps with descriptive section. Answers in **Band IV** will be largely descriptive and sequential. Any comparison will mostly be implicit. Much may only be a paraphrase. Answers in **Band V** will show only a basic understanding of the Sources with the identification of only a few points. **Band VI** answers will paraphrase whilst **Band VII** answers will lack any comparison or will simply use only one Source.

**(c) Study all the Sources**

**Using all these Sources and your own knowledge, assess the claim in Source D (line 23) that 'Louis' rule is a tyranny'. [60]**

Focus: Judgement in context, based on the set of Sources and own knowledge.

Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected. Candidates are not expected to have more knowledge of Leibniz than is given in the introduction to Source B; they are told there that he was German, not French, and the attribution describes him as writing about 'the Most Christian King'. Leibniz does not see Louis as a tyrant and he justifies absolutism as the natural form of government. Source B is supported by Source A, in which Louis XIV himself justifies the use of power in the interests of the state. The last sentence (lines 6-8) gives a particularly balanced view while, elsewhere in the Source, the King defends harshness when it is necessary. A second foreigner gives a balanced view in Source C, but the extract can be used to support the claim in the question; Spanheim sees the shortcomings in the monarch - jealous and (over?)sensitive. Source D is the origin of the quotation in the question, and also comes from a foreigner. From their own knowledge, candidates can consider points such as: Louis XIV was not often deliberately cruel; he had a reputation for politeness; absolute monarchy was accepted as natural and necessary by most French people to maintain order. Candidates who demonstrate an understanding of the major issues, offer a range of contextual points and set the Sources alongside them should reach **at least Band III**. Answers in **Band I and II** will strike a reasonable balance between all the Sources, possibly with their limitations, and own knowledge and advance an informed and reasoned judgement on the question; **Band I** answers must address directly the assertion in the question and will be well balanced. **Band II** answers will demonstrate similar qualities, but with less assurance, possibly omitting use of one Source. **Band III** answers will be somewhat unbalanced between Sources and own knowledge, but will still demonstrate some understanding of the major issues in the question. The Sources may often be used for reference rather than analysis. Answers limited to use of the Sources will have a **ceiling of Band III**; answers only using own knowledge will have a **ceiling of Band IV**. **Band IV** answers will show an evident imbalance between analysis of the Sources and contextual knowledge, being confined largely to rehearsals of the Sources or of context with little attempt at cross-reference or evaluation. There may be sequential discussion of the Sources. Answers in **Band V** will attempt an answer, but will offer only the most basic response, with much that is likely to be implicit. **Band VI** answers will be weak, missing the main thrust of the question, whilst **Band VII** answers will be fragmentary and irrelevant.





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RECOGNISING ACHIEVEMENT

Mark Scheme 2582  
January 2005

## 1 The Origins of the French Revolution 1774-92

### (a) Study Source D

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

Focus: Explanation of a reference.

No set answer is expected, but candidates need to explain this reference in the context of both the Source’s content and Revolutionary events. The context in the Source is the gap between the reforming ideas of the Physiocrats like Turgot about economic matters and their relative lack of interest in political reforms. In that sense they were like technocrats, keen on ideas of free trade and national efficiency, but blind to political aspirations. Candidates may put them in the setting of the Enlightenment and the search for knowledge (eg. by the Encyclopaedists). They could show some knowledge of Turgot and Calonne (eg. ideas for a land tax and the abolition of internal customs barriers to stimulate trade). Answers that demonstrate broad understanding and contextual knowledge will warrant **Band III and above**, but answers are supposed to be short and even for 20 marks need not be more than one short paragraph (good candidates write effective answers in only about four sentences). Additional knowledge, understanding and linkage to the Source will deserve **Band II**, but there will be some unevenness. **Band I** will be appropriate for a clear and fairly full treatment of the phrase and its implications. Relevant but descriptive accounts which may not offer contextual support will merit **Band IV**, while **Band V** answers will show only a basic knowledge and understanding. **Band VI** will see little or simplistic explanation with **Band VII** lacking relevance.

### (b) Study Sources A and B

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

Focus: Comparison of two Sources.

No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources ‘as evidence for ...’. The headings and attributions should aid evaluation and reference to both is expected in a good answer. Source A is a defence of privilege while Source B argues that financial privilege is an abuse, not a historic right. Source A claims that nobles devote their lives to serving the state militarily and in giving advice to the king. It is not their role to work and therefore they have exemptions from taxes. Class distinctions, it says, are fixed by history and should not be changed because ‘order and harmony’ would be undermined. Source B declares that, in practice, the people are unfairly burdened because of privilege, that privilege leads to ‘fear and dishonour’ and that thousands of citizens are destroyed; note the use of the word ‘citizens’ here. Source A claims that it is not fitting for gentlemen to bear the same burdens as the lower orders. However, nobles are not exempt from obligation (‘All the people must contribute to the needs of the state’, Source A lines 2-3), so both agree that all have an obligation to the state. Source A comes from a body resisting change and Source B from a reforming minister intent on promoting change. During 1776-87, the need for change increased dramatically with mounting financial crisis, so the context had changed. **Band I** answers will make a good comparative use of the Sources and their provenance to make balanced judgements, analysing areas of similarity and difference. **Band II** will do most of this, but the comparison will lack some balance and be less compete in the range of comparative criteria used. **Band III** answers will attempt genuine comparison, but with less assurance and balance, and perhaps with descriptive section. Answers in **Band IV** will be largely descriptive and sequential. Any comparison will mostly be implicit. Much may only be a paraphrase. Answers in **Band V** will show only a basic understanding of the Sources with the identification of only a few points. **Band VI answers** will paraphrase whilst **Band VII** answers will lack any comparison or will simply use only one Source.

**(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]

Focus: Judgement in context, based on the set of Sources and own knowledge.

Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected. Louis's weaknesses could be set against a range of other factors which prevented necessary reform, for instance: long-term problems of privilege; the inheritance of debt from previous wars. Source C clearly blames the King while the others all adopt a variety of approaches. Source A seems to put the blame for the failure of reforms on the rigid view of class distinction of the nobles in the *parlement*. However, Turgot's handling of reforms, his tactlessness, inconsistency and failure to realize the significance of free trade, leading to social discontent eg. the Flour War might be considered, as might the failure of Louis to back reforms even if that meant challenging conservative attitudes. After 14 years, however, the situation as reflected in Calonne's address (Source B) did not seem to have improved. Indeed, as those who know about the financial strains of the American war will point out, the government was finding it difficult even at high rates of interests to get loans. The Source points to problems not tackled by the King – tax, legal inequality, customs barriers. These could be explained. Significantly, like Turgot, Calonne was dismissed for his pains by the King. Source C is a direct attack on Louis for being feeble, weak, having neither the character nor the talent to push through reforms. This could be exemplified – or perhaps challenged - with the blame being put more on the strength of the vested interests opposing reform or the ineptitude of ministers. Note the date: a case of being wise after the event, perhaps, as by 1793 the monarchy had fallen. Barnave, as a revolutionary, would hardly be sympathetic to the crown. In Source D, Schama is unsympathetic to the reformers and highlights the issue of failing to tackle political reform before reforming finance and the economy. Some may find this view unconvincing, but the text could be used to put the blame more on Turgot and others than the King and give some justification to the opponents of change. Louis XVI was far from unique in not dealing with problems. Additional material on the deficiencies of Louis XVI could be brought to bear and other reasons could be suggested for the failure of reform which might have been beyond his control (eg. the desire to avoid the clashes with the *parlements* of Louis XV's reign; the long-term problems of vested interests; the problems from war which might have defeated more able men). Candidates who demonstrate an understanding of the major issues, offer a range of contextual points and set the Sources alongside them should reach **at least Band III**. Answers in **Band I and II** will strike a reasonable balance between all the Sources, possibly with their limitations, and own knowledge and advance an informed and reasoned judgement on the question; **Band I** answers must address directly the assertion in the question and will be well balanced. **Band II** answers will demonstrate similar qualities, but with less assurance, possibly omitting use of one Source. **Band III** answers will be somewhat unbalanced between Sources and own knowledge, but will still demonstrate some understanding of the major issues in the question. The Sources may often be used for reference rather than analysis. Answers limited to use of the Sources will have **a ceiling of Band III**; answers only using own knowledge will have **a ceiling of Band IV**. **Band IV** answers will show an evident imbalance between analysis of the Sources and contextual knowledge, being confined largely to rehearsals of the Sources or of context with little attempt at cross-reference or evaluation. There may be sequential discussion of the Sources. Answers in **Band V** will attempt an answer, but will offer only the most basic response, with much that is likely to be implicit. **Band VI** answers will be weak, missing the main thrust of the question, whilst **Band VII** answers will be fragmentary and irrelevant.

## 2 The Condition of England 1832-53

### (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]

Focus: Explanation of a reference.

No set answer is expected, but candidates need to explain this reference in the context of both the Source's content and events relating to Factory reform. The reference is to one of the key reports of the 19th century on child labour, the Children's Employment Commission of 1842 (The Mines Report), popularly published, with illustrations, that shocked respectable opinion and revealed the extent of 'hidden' juvenile labour underground. It immediately resulted in Parliamentary legislation, the 1842 Mines Act, which forbade all females and children aged under 10 years to undertake labour underground, the first restrictive laws for mines and the first to define women as unfree agents, worthy of the state protection now beginning to be offered to children. It was part of the Factory Reformers' campaign to shock public opinion and highlighted Lord Ashley (Shaftesbury) as the key leader in Parliament. His actions are approved by the source, a Benthamite Reform Journal, but they hope it will not be just the specific mine legislation that in fact it became. Answers that demonstrate broad understanding and contextual knowledge (eg. early 1840s taking stock of the impact of the 1833 Act; the process of revealing more 'horror') will warrant **Band III and above**, but answers are supposed to be short and even for 20 marks need not be more than one short paragraph (good candidates write effective answers in only about four sentences). Additional knowledge, understanding and linkage to the Source will deserve **Band II**, but there will be some unevenness. **Band I** will be appropriate for a clear and fairly full treatment of the phrase and its implications. Relevant but descriptive accounts which may not offer contextual support will merit **Band IV**, while **Band V** answers will show only a basic knowledge and understanding. **Band VI** will see little or simplistic explanation with **Band VII** lacking relevance.

### (b) Study Sources B and C

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

Focus: Comparison of two Sources.

No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources 'as evidence for ...'. The headings and attributions should aid evaluation and reference to both is expected in a good answer. Although both represent the 'reform' approach (Ashley, the leader of the 10-hour movement in Parliament, arguing the case for amendments to the 1844 Bill; Engels a more detached 'thinker' and early socialist) they tackle head-on the arguments of the manufacturers who opposed 10 hours, seeking to counter them or, in Engels' case (Source C), incorporate them in a wider theory. Source C (Engels) is different to Source B (Ashley) in that he admits the partial truth of the manufacturers' argument ('ruination'). In a capitalist society interference in an uncontrolled labour market will reduce profit but he looks to 'other measures' to 'advance society' (presumably either a more effective workforce or a crisis that will move society closer to a more socialist model). Source B (Ashley) counters the most telling of the manufacturer's arguments (hurting those you wish to help by the loss of wages), by stressing efficiencies, using the evidence of a mill owner to comment on the wastefulness of overlong hours and the opportunity for self-improvement the worker would gain. Both are clearly talking of adult labour by the 1840s and both assume they know best (Ashley's 'workers will 'readily accept the loss'; for Engels it will 'prove an advance'). As such, their evidence and arguments are partial, there to persuade for different ends (a speech; a book) but the main points are there and are usefully discussed. **Band I** answers will make a good comparative use of the Sources and their provenance to make balanced judgements, analysing areas of similarity and difference. **Band II** will do most of this, but the comparison will lack some balance and be

less compete in the range of comparative criteria used. **Band III** answers will attempt genuine comparison, but with less assurance and balance, and perhaps with descriptive section. Answers in **Band IV** will be largely descriptive and sequential. Any comparison will mostly be implicit. Much may only be a paraphrase. Answers in **Band V** will show only a basic understanding of the Sources with the identification of only a few points. **Band VI answers** will paraphrase whilst **Band VII** answers will lack any comparison or will simply use only one Source.

**(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]

Focus: Judgement in context, based on the set of Sources and own knowledge.

Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected. All the Sources provide evidence both for growing welfare concerns trumping economic interests and vice versa. Candidates are likely to take very different stances. In general terms, Sources A, B & D would suggest that economic interests overrode the welfare of workers. Source A comments unfavourably on the practical impact of the 1833 Act and points to the continued lack of fundamental thinking on child rights, let alone adults. Source B, as late as 1844, is still trying to make the point about welfare issues in relation to adults (and fails), whilst Source D provides lots of practical detail on the acts pointing to slowness of development, a narrow definition of the workplace, the expert dodging on hours and the exploitation of loopholes (only 4 inspectors in 1833; the 1844 removal of protection from 8-year-olds accorded in 1833 and the persistence of shifts to defeat 10-hours to 1853). Even Source C writes about 'potential' victory as late as 1845 and refers to how expert manufacturers had been in getting around the Acts since 1833. Own knowledge would expand this and reference might be made to some of the following: the fencing of machinery, whitewashing, beating and controversies surrounding education, especially in 1833 and 1844. However, all four Sources could be used to stress the primacy of workers' welfare: Source A to highlight the considerable debate on children, Source B to raise the key issues (on improvement, hours, a fitter workforce, the continued exposure of horror), Source C to stress the conviction that even adults will be limited soon despite the negative impact on the economy and Source D to demonstrate the categorisation of groups, stricter definition on those deemed not free agents, inspection from 1833, education in 1833 and 1844 and lunch breaks. Six Acts in the period on working issues does demonstrate welfare progress. As a group, Sources A, B and C are all in the 'welfare' camp and date from the middle period with welfare issues being clarified and pressure/hope for extension. Candidates who demonstrate an understanding of the major issues, offer a range of contextual points and set the Sources alongside them should reach **at least Band III**. Answers in **Band I and II** will strike a reasonable balance between all the Sources, possibly with their limitations, and own knowledge and advance an informed and reasoned judgement on the question; **Band I** answers must address directly the assertion in the question and will be well balanced. **Band II** answers will demonstrate similar qualities, but with less assurance, possibly omitting use of one Source. **Band III** answers will be somewhat unbalanced between Sources and own knowledge, but will still demonstrate some understanding of the major issues in the question. The Sources may often be used for reference rather than analysis. Answers limited to use of the Sources will have **a ceiling of Band III**; answers only using own knowledge will have **a ceiling of Band IV**. **Band IV** answers will show an evident imbalance between analysis of the Sources and contextual knowledge, being confined largely to rehearsals of the Sources or of context with little attempt at cross-reference or evaluation. There may be sequential discussion of the Sources. Answers in **Band V** will attempt an answer, but will offer only the most basic response, with much that is likely to

be implicit. **Band VI** answers will be weak, missing the main thrust of the question, whilst **Band VII** answers will be fragmentary and irrelevant.

### 3 Italian Unification 1848-70

#### (a) Study Source D

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

Focus: Explanation of a reference.

No set answer is expected, but candidates need to explain this reference in the context of both the Source's content and the events of Unification. Candidates should convey the notion that Italy was shaped by and in the image of Piedmont. The source provides considerable help and references can be expected to the imposition of the constitution and the legal system as well as the separation of Church and State. Candidates may be able to explain these references further with additional knowledge. There is scope to expand on one or more of the points identified in the Source itself. For example, the details of the *Statuto*, the jury system and the secular nature of Piedmontese society could be explained. Further examples of Piedmontisation could be offered. The appointment of Prefects in the regions and the denial of local democracy, the retention of his title of Victor Emmanuel II by the king and Turin as the capital could be referred to. In addition, the imposition of Piedmontese economic law including their currency, weights and measures and tariff system might be mentioned. The education system of Piedmont was imposed on the rest of the country. The Piedmontese dominated the foreign and diplomatic services. Answers that demonstrate broad understanding and contextual knowledge will warrant **Band III and above**, but answers are supposed to be short and even for 20 marks need not be more than one short paragraph (good candidates write effective answers in only about four sentences). Additional knowledge, understanding and linkage to the Source will deserve **Band II**, but there will be some unevenness. **Band I** will be appropriate for a clear and fairly full treatment of the phrase and its implications. Relevant but descriptive accounts which may not offer contextual support will merit **Band IV**, while **Band V** answers will show only a basic knowledge and understanding. **Band VI** will see little or simplistic explanation with **Band VII** lacking relevance.

#### (b) Study Sources B and C

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

Focus: Comparison of two Sources.

No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources 'as evidence for ...'. The headings and attributions should aid evaluation and reference to both is expected in a good answer. Both suggest Neapolitans desire a united Italy and agree that the process of unification has not been completed. Source B proclaims 'Everyone is now an Italian and feels it' although he concedes that this attitude is very recent referring to the indifference of people in 1860. Source C agrees that 'Naples wants to unite Italy' whilst acknowledging hostility with Piedmont, and the reference to 'Our homeland' reveals the primacy of local particularism. Source B complains about the Austrians and Source C complains about the French as Powers occupying parts of Italy. Also, Source B regards Piedmont in a favourable light as the instrument by which the nation will be created whereas Source C accuses Piedmont of betraying the nation in conceding land to France (implied reference to Nice and Savoy). Both desire improvement and progress but Source C is pessimistic, fearful that Naples will be exploited and regress whereas Source B is optimistic about the future, confident that reforms will follow whilst accepting that change is currently on hold. The provenance of the Sources can be evaluated. The author of Source B might be expected to consider the situation more positively given the role of France in the events of 1859-60, her occupation of Rome, which he fails to mention, and the close relations between Piedmont and France. The scepticism of Source C might be attributed to

the events in Naples, including the brigands war, and the fact that expectations in the south were high following the demise of the hated Bourbon regime. The author is acutely aware of Neapolitan history. **Band I** answers will make a good comparative use of the Sources and their provenance to make balanced judgements, analysing areas of similarity and difference. **Band II** will do most of this, but the comparison will lack some balance and be less competent in the range of comparative criteria used. **Band III** answers will attempt genuine comparison, but with less assurance and balance, and perhaps with descriptive sections. Answers in **Band IV** will be largely descriptive and sequential. Any comparison will mostly be implicit. Much may only be a paraphrase. Answers in **Band V** will show only a basic understanding of the Sources with the identification of only a few points. **Band VI** answers will paraphrase whilst **Band VII** answers will lack any comparison or will simply use only one Source.

**(c) Study all the Sources**

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

Focus: Judgement in context, based on the set of Sources and own knowledge.

Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected. Many candidates are likely to interpret Source A as supporting the view that Piedmont imposed her authority by force of arms. Garibaldi's victories were achieved in the name of Victor Emmanuel who is shown pulling on the boot, suggesting resistance, which Garibaldi advises the king to overcome with gunpowder. Knowledge of events in the south in 1860 including Garibaldi's campaign and the exploits of the Piedmontese army sent south to check Garibaldi could be used to support the interpretation adopted. Cross-reference to Source B would be useful to confirm the view that Garibaldi was seen as a conqueror in 1860. Nonetheless, there is scope to interpret Source A in a different way, picking up on the fact that Garibaldi has laid down his sword, for example. Source C is less ambiguous. Piedmont is portrayed as uncompromising in her ambition to impose her authority by force of arms. The explicit references in Source C to Piedmont's 'thirst for power, a desire to destroy and rule' (line 7) and 'makes war on Italians' (lines 9-10) could be used to support this view. Details about the civil war in the south which was a feature of the 1860's could be mentioned: an army of 100,000 men were stationed in Naples and Sicily and more Piedmontese died there than in the wars of unification themselves. The counter argument hinges on the interpretation of both Source B and Source D as denying the charge that Piedmont imposed her authority by force. Source B shows Piedmont to be benign with the interests of Italy at heart. The author believes Piedmont was intent on creating the state by first clarifying its political boundaries and then building the nation by introducing progressive reforms. Reference might be made to the problem of Austria in Venetia and the war of 1866 and the likelihood of progressive reform given the political nature of the state of Piedmont. Source D suggests Piedmont was intent on imposing her authority but the means by which this was to be done are not made clear. Some may suggest that force was the means. However, as the Source indicates, Piedmont was not able to impose her authority in Naples and Rome on some issues and this suggests force was not applied in these instances at least. The very instrument of force – the army – is described as being not exclusively Piedmontese. Candidates who demonstrate an understanding of the major issues, offer a range of contextual points and set the Sources alongside them should reach **at least Band III**. Answers in **Band I and II** will strike a reasonable balance between all the Sources, possibly with their limitations, and own knowledge and advance an informed and reasoned judgement on the question; **Band I** answers must address directly the assertion in the question and will be well balanced. **Band II** answers will demonstrate similar qualities, but with less assurance, possibly omitting use of one Source. **Band III** answers will be somewhat unbalanced between Sources and own knowledge, but will still demonstrate

some understanding of the major issues in the question. The Sources may often be used for reference rather than analysis. Answers limited to use of the Sources will have a **ceiling of Band III**; answers only using own knowledge will have a **ceiling of Band IV**. **Band IV** answers will show an evident imbalance between analysis of the Sources and contextual knowledge, being confined largely to rehearsals of the Sources or of context with little attempt at cross-reference or evaluation. There may be sequential discussion of the Sources. Answers in **Band V** will attempt an answer, but will offer only the most basic response, with much that is likely to be implicit. **Band VI** answers will be weak, missing the main thrust of the question, whilst **Band VII** answers will be fragmentary and irrelevant.

#### 4 The Origins of the American Civil War 1848-61

##### (a) Study Source A

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

Focus: Explanation of a reference.

No set answer is expected, but candidates need to explain this reference in the context of both the Source’s content and the events leading to the outbreak of the Civil War. Many candidates will probably see reference as being to the Compromise of 1850, but candidates might legitimately refer to the earlier Missouri Compromise because although 1820 falls outside the specified period of this option, candidates may know of it – and Seward’s speech was made in the year following the Dred Scott Judgement of 1857 which had effectively ruled the 1820 Missouri Compromise unconstitutional. By 1858, too, the Kansas-Nebraska Act had shown that the Compromise of 1850 was breaking down. Answers that demonstrate broad understanding and contextual knowledge will warrant **Band III and above**, but answers are supposed to be short and even for 20 marks need not be more than one short paragraph (good candidates write effective answers in only about four sentences). Additional knowledge, understanding and linkage to the Source will deserve **Band II**, but there will be some unevenness. **Band I** will be appropriate for a clear and fairly full treatment of the phrase and its implications. Relevant but descriptive accounts which may not offer contextual support will merit **Band IV**, while **Band V** answers will show only a basic knowledge and understanding. **Band VI** will see little or simplistic explanation with **Band VII** lacking relevance.

##### (b) Study Sources B and C

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

Focus: Comparison of two Sources.

No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources ‘as evidence that ...’. The headings and attributions should aid evaluation and reference to both is expected in a good answer. Both Sources show clearly Republican hostility to slavery, but they differ in their emphasis. Lincoln in Source B states explicitly his view that no attempt should be made to abolish slavery, though its extension to the Territories should be resisted. Davis thinks that Lincoln’s views point to an intention to abolish it. Candidates should comment on the implications of the provenance. Source B is by Lincoln himself, but before he became the Republican candidate, let alone President, and therefore cannot be regarded as speaking for the settled policy of the Republicans. Source C, on the other hand, is written by the Confederate twenty years later with the purpose of justifying secession and is therefore better as evidence for what Southerners thought were the intentions of the Republicans than for what they actually were. **Band I** answers will make a good comparative use of the Sources and their provenance to make balanced judgements, analysing areas of similarity and difference. **Band II** will do most of this, but the comparison will lack some balance and be less complete in the range of comparative criteria used. **Band III** answers will attempt genuine comparison, but with less assurance and balance, and perhaps with descriptive section. Answers in **Band IV** will be largely



descriptive and sequential. Any comparison will mostly be implicit. Much may only be a paraphrase. Answers in **Band V** will show only a basic understanding of the Sources with the identification of only a few points. **Band VI answers** will paraphrase whilst **Band VII** answers will lack any comparison or will simply use only one Source.

**(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]

Focus: Judgement in context, based on the set of Sources and own knowledge.

Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected. The Sources as a set show that the election of Lincoln was likely to lead to a crisis in relations between North and South, but candidates will have to examine them with care to decide whether this meant civil war was inevitable. Source A shows that one of the two leading Republicans thought that the slavery issue would ‘inevitably lead to conflict’, but Source B shows that Lincoln himself fought shy of pressing the issue to abolition. Jefferson Davis in Source C, however, quotes Lincoln’s own words from an earlier speech to show why the South regarded his election as so threatening to the slave system that secession was the only possible response. But this raises the further question whether secession meant inevitable civil war. Source D supports the view in Source C of the divisiveness of the election and points out the immediate reaction in Carolina. Own knowledge can be used to provide context for analysis of the sources as well as to provide further evidence, eg. of attempts at reconciliation in the months after the election, the position of Virginia. Candidates who demonstrate an understanding of the major issues, offer a range of contextual points and set the Sources alongside them should reach **at least Band III**. Answers in **Band I and II** will strike a reasonable balance between all the Sources, possibly with their limitations, and own knowledge and advance an informed and reasoned judgement on the question; **Band I** answers must address directly the assertion in the question and will be well balanced. **Band II** answers will demonstrate similar qualities, but with less assurance, possibly omitting use of one Source. **Band III** answers will be somewhat unbalanced between Sources and own knowledge, but will still demonstrate some understanding of the major issues in the question. The Sources may often be used for reference rather than analysis. Answers limited to use of the Sources will have a **ceiling of Band III**; answers only using own knowledge will have a **ceiling of Band IV**. **Band IV** answers will show an evident imbalance between analysis of the Sources and contextual knowledge, being confined largely to rehearsals of the Sources or of context with little attempt at cross-reference or evaluation. There may be sequential discussion of the Sources. Answers in **Band V** will attempt an answer, but will offer only the most basic response, with much that is likely to be implicit. **Band VI** answers will be weak, missing the main thrust of the question, whilst **Band VII** answers will be fragmentary and irrelevant.

**5 The Irish Question in the Age of Parnell 1877-93**

**(a) Study Source D**

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

Focus: Explanation of a reference.

No set answer is expected, but candidates need to explain this reference in the context of both the Source’s content and events relevant to Irish nationalism in this period. On 6 May 1882, the newly appointed Irish Chief Secretary, Lord Frederick Cavendish, and his Under-Secretary Thomas Burke were murdered in Phoenix Park in Dublin by the Irish National Invincibles. Parnell was horrified, as the Source says, since the murders threatened to undermine the deal done with Gladstone – the so called Kilmainham Treaty. Gladstone thundered ‘the resources of civilization are not yet exhausted’, but despite a new Coercion Act, the process of reform and reconciliation was not ended. The significance lies in the

existence of profound and extreme feelings in Ireland which Parnell had manipulated, but which he also feared. (Some may know that the murders were later the focal point of a scandal in which Parnell was falsely accused of sympathizing with violence. This case in 1886 was the result of forgery by a journalist Piggott, and Parnell cleared his name.) Answers that demonstrate broad understanding and contextual knowledge will warrant **Band III and above**, but answers are supposed to be short and even for 20 marks need not be more than one short paragraph (good candidates write effective answers in only about four sentences). Additional knowledge, understanding and linkage to the Source will deserve **Band II**, but there will be some unevenness. **Band I** will be appropriate for a clear and fairly full treatment of the phrase and its implications. Relevant but descriptive accounts which may not offer contextual support will merit **Band IV**, while **Band V** answers will show only a basic knowledge and understanding. **Band VI** will see little or simplistic explanation with **Band VII** lacking relevance.

**(b) Study Sources B and C**

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

Focus: Comparison of two Sources.

No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources 'as evidence for ...'. The headings and attributions should aid evaluation and reference to both is expected in a good answer. In Source C, Parnell's horror at the murders hardly seems to show a society on the verge of dissolution. Indeed, Source C shows a willingness to accept a moderate measure to deal with crimes, but Source B seems to show the need for a very strong measure given the supposed anarchy. The great bulk of Irish Nationalists are seen as being moderate in Source C, but there exists violent turmoil in Source B. Source C is critical for the government's failure to consult Parnell; but in Source B the situation seems so desperate that urgent action was needed without consultation being an issue. The whole thrust of Source B is towards a complete breakdown which required drastic measures, and that is absent in Source C which refers only to the need for moderate action and expresses revulsion at violence. Source B reflects contemporary parliamentary opinion in the wake of a shocking crime and shows the influence of generalized opinions – the reference to gangs of Invincibles roaming murderously round Dublin has to be questioned. On the other hand, Source C is by someone closely associated with Parnell who would have every interest in playing down violence to maintain the accord reached with Gladstone in April. Neither Source is objective. **Band I** answers will make a good comparative use of the Sources and their provenance to make balanced judgements, analysing areas of similarity and difference. **Band II** will do most of this, but the comparison will lack some balance and be less complete in the range of comparative criteria used. **Band III** answers will attempt genuine comparison, but with less assurance and balance, and perhaps with descriptive section. Answers in **Band IV** will be largely descriptive and sequential. Any comparison will mostly be implicit. Much may only be a paraphrase. Answers in **Band V** will show only a basic understanding of the Sources with the identification of only a few points. **Band VI** answers will paraphrase whilst **Band VII** answers will lack any comparison or will simply use only one Source.

**(c) Study all the Sources**

**Using all the 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]

Focus: Judgement in context, based on the set of Sources and own knowledge.

Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected. The issues are whether Land reform was enough to

meet Irish demands and whether Coercion was counter-productive and unable to meet the demand for Home Rule. Source A seems to indicate the success of coercion: there is a Clean Sweep; Forster and Gladstone are seen as determined and workmanlike law enforcers. Parnell had been obstructing the operation of the Land Act and associating himself with illegal protest and had been swept into gaol. However, reference to the continuing disorders in B may cast doubt on the effectiveness of imprisoning essentially moderate leaders. When Parnell was imprisoned, there is a view that the League was failing and Parnell was getting into an uncomfortable position between his own moderate nature and his association with radicals. The imprisonment gave him huge additional status and the government had to do a deal with him in April 1882. Source B seems to show a failure to control Ireland by either 'kicks or kisses'. There is a reference to the Invincibles who killed Cavendish and Burke in May 1882. The police seem unreliable; the landlords weak; torchlight meetings and priestly insubordination abound. However, this picture is challenged by both Sources C and D and has to be seen as a 'knee jerk' response to the Phoenix Park murders. There was already coercion legislation which had not prevented terrorism; there is little suggestion that additional powers on their own would solve the problem and reforms were not abandoned. Additional information on unrest might support the view, but it is more likely to be exaggerated. Source C seems to show the political failure of 'kicks', alienating moderate Irish opinion and failing to consult Parnell. But the horrified reactions to the murders show the lack of real revolutionary spirit among the Land League leaders and the possibility of cooperation between Parnell and the government which did continue over the Land question. Source D is also critical of the repression, but is much more positive about the 1881 Land Act. This might be supported by knowledge of the Act and 'the 3 Fs' going further than previous legislation. However, it also fell short of later acts which promoted peasant proprietorship and evictions were still a major cause of unrest in the late 1880s. Also, there was no political reform in 1881-82; that proposal had to wait for Gladstone's conversion, so the demands for Home Rule had not been met. There is scope for a discussion of the adequacy/inadequacy of reform and the wisdom or lack of it of repression. Candidates who demonstrate an understanding of the major issues, offer a range of contextual points and set the Sources alongside them should reach **at least Band III**. Answers in **Band I and II** will strike a reasonable balance between all the Sources, possibly with their limitations, and own knowledge and advance an informed and reasoned judgement on the question; **Band I** answers must address directly the assertion in the question and will be well balanced. **Band II** answers will demonstrate similar qualities, but with less assurance, possibly omitting use of one Source. **Band III** answers will be somewhat unbalanced between Sources and own knowledge, but will still demonstrate some understanding of the major issues in the question. The Sources may often be used for reference rather than analysis. Answers limited to use of the Sources will have a **ceiling of Band III**; answers only using own knowledge will have a **ceiling of Band IV**. **Band IV** answers will show an evident imbalance between analysis of the Sources and contextual knowledge, being confined largely to rehearsals of the Sources or of context with little attempt at cross-reference or evaluation. There may be sequential discussion of the Sources. Answers in **Band V** will attempt an answer, but will offer only the most basic response, with much that is likely to be implicit. **Band VI** answers will be weak, missing the main thrust of the question, whilst **Band VII** answers will be fragmentary and irrelevant.

## 6 England in a New Century 1900-18

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

**Focus: Explanation of a reference.**

No set answer is expected, but candidates need to explain this reference in the context of both the Source's content and events relevant to Irish nationalism in this period. The LRC was established in February 1900 to fight for greater working class representation in Parliament. As the Source suggests, this may have led to a strengthening of both socialist and trade union political interests. However, in the 1900 General Election, only two

working-class MPs were elected and progress was slow. However, Source D also implies that co-operation with the Liberals was perhaps a surer way forward. By 1903, with growing trade union support, the LRC was strong enough to encourage the formation of a Lib-Lab Pact. Following the 1906 Election, the 29 members of the LRC elected to Parliament amalgamated with other representatives of the working class to form the new Labour Party. Answers that demonstrate broad understanding and contextual knowledge will warrant **Band III and above**, but answers are supposed to be short and even for 20 marks need not be more than one short paragraph (good candidates write effective answers in only about four sentences). Additional knowledge, understanding and linkage to the Source will deserve **Band II**, but there will be some unevenness. **Band I** will be appropriate for a clear and fairly full treatment of the phrase and its implications. Relevant but descriptive accounts which may not offer contextual support will merit **Band IV**, while **Band V** answers will show only a basic knowledge and understanding. **Band VI** will see little or simplistic explanation with **Band VII** lacking relevance.

**(b) Study Sources A and B**

**Compare these Sources as evidence for the Labour party's commitment to socialist policies.**

Focus: Comparison of two Sources.

No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources 'as evidence for ...'. The headings and attributions should aid evaluation and reference to both is expected in a good answer. One of the main differences between the two Sources lies in the dates. Source A (1906) was produced just before the 1906 General Election in which the recently-formed Labour Party enjoyed considerable success. This Source is likely to be read as supporting Labour's commitment to socialist policies. In 1906, however, Labour had had little opportunity to demonstrate its commitment. By 1912 (the date of Source B), a certain disillusionment had set in amongst Labour supporters, but to supporters like Keir Hardie, socialist policies were more necessary than ever. Source A is an official document (an election manifesto) suggesting ahead of time what the Labour Party might achieve in terms of reform. Candidates might also point out that this represents a fairly moderate programme, and one similar to the reforming aims of the New Liberals. At this point (1906), there was an obvious hope that Labour and Liberals could work together to defeat the Conservatives (as suggested in the 1903 Lib-Lab Pact). In Source B (1912), however, Hardie expresses disappointment with the progress made since 1906. He advocates turning to socialism, thus implying that Labour should consider breaking its links with the Liberal government. This Source is a formal speech in the House of Commons, but it also represents the personal feelings of one of Labour's founding fathers. **Band I** answers will make a good comparative use of the Sources and their provenance to make balanced judgements, analysing areas of similarity and difference. **Band II** will do most of this, but the comparison will lack some balance and be less complete in the range of comparative criteria used. **Band III** answers will attempt genuine comparison, but with less assurance and balance, and perhaps with descriptive section. Answers in **Band IV** will be largely descriptive and sequential. Any comparison will mostly be implicit. Much may only be a paraphrase. Answers in **Band V** will show only a basic understanding of the Sources with the identification of only a few points. **Band VI answers** will paraphrase whilst **Band VII** answers will lack any comparison or will simply use only one Source.

**(c) Using all the 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]**

Focus: Judgement in context, based on the set of Sources and own knowledge.

Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, any limitations as

evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected. Both sides of the argument should be considered. Although the Source evidence leans towards a questioning of the given view in the question, Source A suggests Labour importance and foreshadows 'victory' in the forthcoming General Election. However, 1906 is obviously too early to measure any progress that had been made by 1914. Both Source B and Source C can be used to suggest disappointment with Labour's progress both in terms of policy and regarding Labour's independence as a political party in its own right. Source D (the modern historian) is useful in that it considers both sides of the question and because it suggests more than one way of judging the position of the Labour party during this period. There is plenty of 'own knowledge' that can be drawn upon to support an argument either way. For example, candidates might assess Labour's progress via some of the following: parliamentary seats won in elections (in general elections: from 2 MPs in 1900 to 29 MPs in 1906 to 40 MPs in Jan 1910 and 42 MPs in December 1910; also possibly by referring to the famous by-election victory in 1907 over the Liberals at Colne Valley by Victor Grayson of the ILP); agreement (and disagreement) between Labour and the Liberals over policy; changes in the political context that did not necessarily help Labour, such as growing working-class unrest and increased strikes during 1910-14 (some militant and violent), the adverse Osborne Judgement (1909) declaring union funding of Labour MPs illegal which was not reversed until the 1913 Trade Union Act; disagreements within the burgeoning Labour Party itself. Candidates who demonstrate an understanding of the major issues, offer a range of contextual points and set the Sources alongside them should reach **at least Band III**. Answers in **Band I and II** will strike a reasonable balance between all the Sources, possibly with their limitations, and own knowledge and advance an informed and reasoned judgement on the question; **Band I** answers must address directly the assertion in the question and will be well balanced. **Band II** answers will demonstrate similar qualities, but with less assurance, possibly omitting use of one Source. **Band III** answers will be somewhat unbalanced between Sources and own knowledge, but will still demonstrate some understanding of the major issues in the question. The Sources may often be used for reference rather than analysis. Answers limited to use of the Sources will have a **ceiling of Band III**; answers only using own knowledge will have a **ceiling of Band IV**. **Band IV** answers will show an evident imbalance between analysis of the Sources and contextual knowledge, being confined largely to rehearsals of the Sources or of context with little attempt at cross-reference or evaluation. There may be sequential discussion of the Sources. Answers in **Band V** will attempt an answer, but will offer only the most basic response, with much that is likely to be implicit. **Band VI** answers will be weak, missing the main thrust of the question, whilst **Band VII** answers will be fragmentary and irrelevant.

## 7 Nazi Germany 1933-45

### (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]**

Focus: Explanation of a reference.

No set answer is expected, but candidates need to explain this reference in the context of both the Source's content and the relevant events in 1933. Zahn is referring to the choices which he identifies existed in 1933. Some elite groups, in this case business, believed that the Nazis' anti-communist SA was the best way of channelling the energies of the unemployed. It is significant that the choice is juxtaposed to the communists and candidates could take up this theme as pervading the propaganda of the Nazis at this time. The perspective of this being published in the 1990s is significant and could be taken as evidence that Zahn was justifying his position well after the events. His perspective is a business/ economic one and as such is useful. Answers that focus just on the SA may **not go beyond Band III**. Answers that demonstrate broad understanding and contextual knowledge will warrant **Band III and above**, but answers are supposed to be short and even for 20 marks need not be more than one short paragraph (good candidates write

effective answers in only about four sentences). Additional knowledge, understanding and linkage to the Source will deserve **Band II**, but there will be some unevenness. **Band I** will be appropriate for a clear and fairly full treatment of the phrase and its implications. Relevant but descriptive accounts which may not offer contextual support will merit **Band IV**, while **Band V** answers will show only a basic knowledge and understanding. **Band VI** will see little or simplistic explanation with **Band VII** lacking relevance.

**(b) Study Sources B and D**

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

Focus: Comparison of two Sources.

No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources ‘as evidence for ...’. The headings and attributions should aid evaluation and reference to both is expected in a good answer. Both Sources refer to the importance of Hindenburg in Hitler’s appointment. In Source B, Meissner is attempting to emphasise that Hindenburg and his entourage (of which he was a part) were reluctant to appoint Hitler and hoped for another von Papen government. Indeed, von Papen gets the blame for persuading them. By comparison, Kershaw’s analysis in Source D that Hindenburg was the focal point of intrigue is borne out by Meissner’s testimony in Source B. However, Kershaw’s discussion in Source D goes further with emphasis on Hitler needing the elites to gain power; this is only implicit in Meissner’s account in Source B. For Kershaw in Source D, the elites were the powerful force in the background, who really made the decisions. Whilst Meissner in Source B is attempting to justify his position after the event, Kershaw provides in Source D a wider perspective. **Band I** answers will make a good comparative use of the Sources and their provenance to make balanced judgements, analysing areas of similarity and difference. **Band II** will do most of this, but the comparison will lack some balance and be less complete in the range of comparative criteria used. **Band III** answers will attempt genuine comparison, but with less assurance and balance, and perhaps with descriptive section. Answers in **Band IV** will be largely descriptive and sequential. Any comparison will mostly be implicit. Much may only be a paraphrase. Answers in **Band V** will show only a basic understanding of the Sources with the identification of only a few points. **Band VI** answers will paraphrase whilst **Band VII** answers will lack any comparison or will simply use only one Source.

**(c) Study all the 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]**

Focus: Judgement in context, based on the set of Sources and own knowledge.

Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected. A useful route through the Sources might be to examine the major political groupings – Conservatives, Nazis, catholic Centre Party, SPD, KPD, the elites – and assess their response to the political situation. An alternative route might be to focus on key moments. Some candidates may agree with the assertion in the question and address hindsight. Alternatively, a case for the effectiveness of the Conservatives and the elites is made in Sources A, B and D. Source A (memoirs of the 1930s written from the perspective of the 1990s) attempts to justify the actions of the elites in promoting Hitler to power in 1933. The threat of communism and chaos is seen as evident and pressing. Wider knowledge could be effectively exploited here to test this view. Source B seeks to justify Hindenburg’s position in relation to Hitler’s appointment as Chancellor. Along with Source A, Source B emphasises the potential for civil war in Germany – a fear which the Nazis themselves played on. It goes further, in blaming von Papen for pushing for Hitler’s appointment. Source C provides a more measured and distinctive account with the SPD

leadership considering how limited their options then were. The SPD also fatally underestimate the potential of the totalitarian state Hitler so quickly established. Candidates could use their wider knowledge of events to March 1933 to critique this assessment. Source D (Kershaw) points more fully to the exhaustion of options by 1933, with linked but separate issues of the elites and Hindenburg's position seen as crucial. 'Early 1933' allows candidates flexibility to consider just January 1933 or to push their investigation further into the year (eg. going to the February Edict or the March elections or even to June – all are fine and will allow access to the full mark range). Candidates who demonstrate an understanding of the major issues, offer a range of contextual points and set the Sources alongside them should reach **at least Band III**. Answers in **Band I and II** will strike a reasonable balance between all the Sources, possibly with their limitations, and own knowledge and advance an informed and reasoned judgement on the question; **Band I** answers must address directly the assertion in the question and will be well balanced. **Band II** answers will demonstrate similar qualities, but with less assurance, possibly omitting use of one Source. **Band III** answers will be somewhat unbalanced between Sources and own knowledge, but will still demonstrate some understanding of the major issues in the question. The Sources may often be used for reference rather than analysis. Answers limited to use of the Sources will have **a ceiling of Band III**; answers only using own knowledge will have **a ceiling of Band IV**. **Band IV** answers will show an evident imbalance between analysis of the Sources and contextual knowledge, being confined largely to rehearsals of the Sources or of context with little attempt at cross-reference or evaluation. There may be sequential discussion of the Sources. Answers in **Band V** will attempt an answer, but will offer only the most basic response, with much that is likely to be implicit. **Band VI** answers will be weak, missing the main thrust of the question, whilst **Band VII** answers will be fragmentary and irrelevant.







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RECOGNISING ACHIEVEMENT

Mark Scheme 2583  
January 2005

**UNIT 2583: ENGLISH HISTORY 1042–1660****England 1042-1100****1 The Reign of Edward the Confessor 1042-1066**

**(a) Assess the claim that Edward the Confessor's only failure as king was that he left a disputed succession.**

Focus: Evaluation of a judgement on an important historical person.

Candidates might agree or disagree with the claim in the question. They can consider his success in securing himself on the throne, his exercise of power, government, taxation, law and military abilities as well as his handling of the succession. But even the best answers are unlikely to discuss all of these aspects. (Some candidates might discuss Edward's relationship with the Church. This can be given credit but should not be required for any mark because it comes from a different Key Issue in the specification.) The balance of answers will depend on the arguments that are proposed but almost all candidates are likely to know the basic issues in the succession. Edward did not have complete control over the Anglo-Saxon earls such as the Godwin family but he was not a puppet in spite of the return of Earl Godwin (1052) and Harold's later power. He had to dismiss some French advisers but managed to ensure that the country was run reasonably smoothly. Candidates might consider how far the succession problem was Edward's responsibility. The basis of the question may be agreed with or rejected - no set answer is looked for. Answers in **Bands I** and **II** will clearly assess a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

**(b) Assess the claim that the English Church had little need for reform in the reign of Edward the Confessor.**

Focus: Assessment of the condition of the Church at an important juncture.

Answers in **Band I** can be expected to consider the cases for and against the claim in the question but they do not need to be evenly balanced. The balance will depend on the arguments that are proposed. The question (and the topic) limits the key issue to the reign of Edward the Confessor. Candidates might make some reference to post-Conquest reforms but this approach should not be used to avoid a concentration on the condition of the Church before the Conquest. But candidates might be aware that much of the reputation of the Church was affected by later critical descriptions. The monastic reform movement had lost its dynamic nature but monasteries were generally in good health. Some candidates might know of Bishop Wulfstan of Worcester, a laudable figure. The secular clergy were not notably corrupt. The churches might have been comparatively small but they were at the heart of a vigorous artistic movement. Candidates can consider the case of Stigand, a pluralist who was deposed as archbishop of Canterbury by the pope. However, it can be argued that he was not typical of the higher clergy (and William did not replace him until 1070). The claim in the question may be agreed with or rejected - no set answer is looked for. Answers in

**Bands I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

## 2 The Norman Conquest of England 1064-1072

**(a) How strong was Harold Godwinson's claim to succeed Edward the Confessor as king? Explain your answer.**

Focus: Analysis of an important historical development.

Harold's family represented the most important Anglo-Saxon group during the reign of Edward the Confessor. Harold inherited the powerful position of his father, Earl Godwin. Harold himself was ambitious and had a strong personality. He was partly helped by the comparative weakness of other English claimants. Edward did not provide a clear heir to succeed him. Tostig, Harold's brother, was a rival but his power base in Northumbria was as much a weakness as a strength. Edward might well have favoured Harold's succession but candidates can discuss the series of claims and counter-claims that involved Harold and William of Normandy. Harold was an able soldier but perhaps he lacked time to establish his claim. Answers in **Bands I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) How secure was William I as King of England in the period from 1067 to 1071?**

Focus: Assessment of the security of a major ruler in a crucial period.

The question begins in 1067 to exclude Hastings (and fit the relevant part of the specification). Candidates can point out that Harold's death removed the greatest danger to William; the defeat also broke the military strength of the Anglo-Saxon fyrd and earls. However, further narrative of the campaign and battle will not be relevant because the points can be made quickly. William still had to face rebellions in the north and in Wessex and Mercia. The Danes supported the rising in Northumbria; it also involved Edwin and Morcar. Waltheof surrendered, Edwin was killed by his own soldiers and Morcar became a fugitive. However, resistance continued at a lower level, for example in the guerrilla tactics of Hereward. These developments point to continuing resistance to William's rule. He and his Normans had begun to establish their hold on England, for example through castles but control was not yet thoroughly secure. On the other hand, he dealt with opposition forcefully, laying waste to much of the land held by rebels. Answers in **Bands I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and**

**below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

### 3 Norman England 1066-1100

#### (a) How far did the period 1066-1100 see changes in military organisation?

Focus: Assessment of changes in military organisation in an important period.

The question arises from Key Issue 2 and the related Content in the specification, 'How did the Norman Conquest affect ...military organisation?...barons and knights, the importance of castles, the survival of the fyrd'. Some candidates might also refer to feudal tenure but need to link this to military organisation to deserve credit for relevance. Knowledge of historiography is not an AS Level assessment criterion and candidates are not expected to display an understanding of the different views of historians for any mark although accurate references will be given credit. However, answers in **Band I** can be expected to deal with change and continuity to some extent. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question. Descriptions of castles alone might take answers to **Band V**.

#### (b) Assess how well William I coped with the problem of ruling both England and Normandy after 1066.

Focus: Assessment of a king's success in ruling an extended empire.

The question arises from Key Issue 3 and the related Content in the specification, 'What problems were raised by the linking of England with Normandy?...The problems of ruling England and Normandy, the effects of William I's absences from England, William I's divisions of his territories, rivalry among the sons of William I'. It can be argued that William was successful in his lifetime but failed to solve the problems of succession and future rule. However, it should be noted that this Unit is only about English history and candidates are not expected to have more than a general knowledge of developments in Normandy. The Study Topic ends in 1100 but the question refers to William I so candidates are not required to refer to William II and Robert after 1087, although accurate explanations can be given credit as long as they are linked to the reign of William I. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will

offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

#### **4 Society, Economy and Culture 1042-1100**

**(a) Assess the claim that England, on the eve of the Norman Conquest, was a country with highly skilled artists and craftspeople. (Discuss with reference to any one or more of architecture, illumination, metalwork, embroidery in your answer.)**

Focus: Assessment of cultural conditions in England in a specified period.

The question arises from Key Issue 4 and the related Content in the specification which mentions 'Late Anglo-Saxon architecture and the arts including illumination, metalwork and embroidery'. (For the purpose of this question, architecture is accepted as one of the arts.) Most candidates can be expected to agree with the claim in the question and one-sided answers can be accepted for the highest mark, if well explained and evaluated. The range of artistic aspects mentioned in the specification is varied and even the best answer is unlikely to deal with all of them. Examiners will be looking for a reasonable range. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. However, as a broad guide, answers that consider only one of the aspects mentioned in the specification might be liable to ceiling of **Band II** if done very well. The characteristic of the more moderate answers might be that they will be vague, making unsupported claims. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

**(b) Assess the claim that Anglo-Saxon nobles had completely lost their influence by 1100.**

Focus: Assessment of an historical claim about social and political structures.

The key word is 'completely' because no-one can argue against substantial weakness of the Anglo-Saxon nobility at the end of the century. The Norman nobility was firmly in control socially and militarily. But some Anglo-Saxon thegns survived, for example Edward of Salisbury who even prospered. Others who had survived the turmoil of the Conquest did not enjoy the pre-eminence of tenants-in-chief but still had an important local role in administration. Candidates need to assess the importance of the changes. Examiners will not look for discussions of the cases for and against the claim for marks in **Band I** but most answers in this band will consider alternative judgements. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack

balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

### England 1450-1509

#### 5 The Threat to Order and Authority 1450–1470

**(a) Why was Henry VI unable to control the nobility more successfully during the period from 1450 to 1461?**

Focus: Analysis of the reasons for important problems faced by a medieval king.

The question asks ‘Why...’ and examiners will be looking for analysis when awarding the highest bands, certainly **Band I** and usually **Band II**. It should be noted that the Study Topic begins in 1450 and therefore candidates are not expected to have specific knowledge of the reign of Henry VI, the minority etc, before this date. However, accurate references to the earlier period should be given credit. The King’s personality was not one that enabled him to control the nobility. He was open to influence, often to unsound advice, but was also obstinate. His mental health was variable, representing considerable weakness at the head of the state. The nobility included men of strength and ambition such as York, Somerset and Warwick. Rivalry between them could not be controlled, even less resolved, by the King. Candidates can examine the role of the Queen, Margaret of Anjou. High credit should be given if candidates note that the number of alienated nobility should not be exaggerated; most of the aristocracy continued to support Henry VI. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

**(b) Assess the seriousness of any two major problems that faced Edward IV as king during his first reign (1461 to 1470).**

Focus: Assessment of problems facing a medieval king.

Candidates might consider problems such as the difficulty that Edward IV had in leading the nobility, inlaying his brothers Clarence and Gloucester. It was difficult to control disorder and private warfare, partly a legacy of the reign of Henry VI. The Lancastrians and others, later led by Warwick the Kingmaker, caused trouble. Edward’s marriage to Elizabeth Woodville, without the agreement of Warwick, increased the King’s problems, especially with the growing influence of the Queen’s relatives. Nobles, such as Warwick and Clarence, were willing to make alliances between them against Edward. Rival groups were willing to involve foreign princes such as Louis XI of France. Candidates might select any two valid problems but they should write answers that are reasonably balanced between them. A 60:40 balance either way can merit any mark Band whilst a 70:30 imbalance would normally lead to the award of one band lower than would otherwise be given. **Band V** will require an adequate knowledge and understanding of one problem. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be

well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

## **6 The End of the Yorkists 1471–1485**

### **(a) Assess the reasons why Richard III was distrusted as king.**

Focus: Analysis of the character of a controversial king.

Candidates should be expected to agree that Richard was distrusted but might well be divided in their assessments of Richard's character: was the distrust justified? The question does not ask this sort of assessment but examiners can allow some leeway as long as candidates do not this line too far. The notes below give some guidance about candidates who wish to exonerate Richard. Whether justified or not, he did arouse distrust. The thrust of the answers should be on the fact that, whatever positive qualities he might have had, he became widely distrusted. He moved quickly to seize power after the death of Edward IV (1483) and took steps to crush any possible opposition, for example with the execution of Hastings who had been important in the previous reign. Rivers was arrested and quickly executed in spite of enjoying the apparent friendship of Richard III. Candidates are likely to consider the King's alleged role in the murder of the Princes. Some might consider the way in which he promoted a group of favoured confidantes, often from the north, which aroused animosity in the south. There were allegations that he killed Queen Anne in order to marry Elizabeth of York. Candidates are free to judge that the accusations against Richard III were unfounded or that his faults were less than alleged. They might point out his more positive qualities as ruler and man. For example he was a good friend of the Church. His treatment of Buckingham might be justified. However, the claim in the question that he was distrusted is valid and led to his inability to create a wide section of support. His 'betrayal' by Stanley at Bosworth might be interpreted either as justified or the unscrupulous actions of a noble who wanted to come out on the winning side. The question asks 'Why...?' and examiners will be looking for a series of reasons in answers. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

### **(b) Assess the problems that faced Henry Tudor in his attempt to replace Richard III.**

Focus: Assessment of the problems of an aspirant to the crown.

Henry Tudor proved a dangerous (ultimately fatal) rival to Richard. However, his success was problematic. The extent of the determined support that he enjoyed was doubtful. Before his invasion, he had the support of France and his invading army was heavily dependent on foreigners and mercenaries. But this might well have alienated Englishmen. Henry could not be sure of the support that he would receive from powerful

but unpredictable nobles. He had to move carefully before and after the invasion. Henry's claim to the throne was not particularly strong in a period when the legal line of succession was arguable. Richard had proved himself to be an able soldier before his accession. He was also a determined, even ruthless, governor who took quick steps to crush real or imagined opposition. In the assessment of the problems, candidates can examine how Henry dealt with his problems. They can also point out that Richard found himself being deserted by those whom he appointed to defeat the invader. This was decisive in Henry's success. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question according to the guidance above. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

### 7 The Reign of Henry VII 1485–1509

**(a) Assess the claim that Henry VII's methods of raising money were greedy but efficient.**

Focus: Assessment of an historical judgement.

Henry VII was determined to maximise income from traditional sources of revenue rather than to introduce new money-raising measures. The Exchequer was at the heart of financial administration but it was not very efficient. He brought affairs more closely under his personal control, for example by the appointment of men such as Lovell and Heron. The Privy/King's Chamber became more important. The King took a keen personal interest in accounts, payments and income. Efforts were made to ensure that the crown received its dues and this led to the unpopularity of men such as Empson, Dudley and Morton. Bonds, or recognisances and obligations, were imposed to ensure the payment of fines or the performance of certain duties. Candidates should be able to prove that Henry VII's methods were efficient but were they greedy, that is going beyond what was reasonable or legal? They proved unpopular but most should conclude that the King was only insisting on the payment of what was due to him although there is evidence that some of his servants lined their pockets. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

**(b) How far do you agree that Henry VII's most important aim in domestic affairs was to avoid rebellion?**

Focus: Assessment of an historical judgement.



The question involves comparison because it asks candidates 'How far... the avoidance of rebellion was Henry's most important aim. Answers that consider only the avoidance of rebellion as an aim will be too incomplete to merit **Band I** and **Band II** might be an appropriate ceiling. Candidates should note that the question is about Henry's aims. They are not required to assess how far he achieved his aims. Although Bosworth was a decisive battle, it did not remove the threat of rebellion in the longer term. Yorkists and some foreign powers sought to bring down the new king. This was one reason for the marriage to Elizabeth of York. Candidates can consider the threats of Perkin Warbeck and Lambert Simnel but the highest credit will be given when their careers are put into the context of Henry's aims. Answers can build on this basis to consider Henry's other aims, for example to control a potentially dangerous nobility, to restore his finances and to stabilise his kingship. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

## 8 Social and Economic Issues 1450-1509

### (a) How far were the nobility affected by changes in English society during the period from 1450 to 1509?

Focus: Assessment of the extent of social change in an important class. Candidates can select a variety of changes but examiners will look for an awareness of the link to English society; this will depend on the factors that are selected. The relevant Content in the specification states 'The decline of feudalism, bastard feudalism, the position of the nobility'. Candidates might use the question to compare the nobility with other social groups, to assess whether there was relative decline. This will be allowable as long as the emphasis or context remains on the nobles. Candidates might examine the 'decline' of the nobility but should be careful not to emphasise this too much because they still occupied a major place in social affairs. Candidates should not consider the political importance of the nobles, for examples their responsibility for the Wars of the Roses (their potential for disruption can be made relevant but this should not be an excuse for narratives of the civil wars), and discussion of their administrative roles should be linked to their social importance. They were the largest landholders in a country that was very substantially agricultural. Their social influence was obvious as they exercised much influence in the provinces as well as at court. Marriage relationships formed powerful links. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

**(b) Assess the reasons why the English economy was so dependent on wool in the period from 1450 to 1509.**

Focus: Analysis of the reasons for an important economic phenomenon.

The question asks 'Why..?' and examiners will look for analytical approaches in answers worth **Band I** or **Band II**. Candidates might consider the importance of wool as an employer, with so many involved from shepherds to wool and cloth merchants. Others were indirectly involved. Although there were regional variations - not all parts of England were primarily involved with wool - all of England had some connection. Some candidates might provide local examples, such as East Anglia. Not only was wool important for the internal economy but foreign trade was largely dominated by it. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

**England 1509-1558**

**Henry VIII and Wolsey 1509-1529**

**(a) How far did Henry VIII achieve his aims in the period from 1509 to 1514?**

Focus: Assessment of the achievements of an important king.

The selection of aims is open to candidates but there should be a reasonable range. Among aims that candidates might consider are: Henry VIII's wish to impress his subjects as a vigorous king. However, he did not seek an immediate break with his father's methods of government because he retained some of Henry VII's servants (but not Empson and Dudley). He sought to build a reputation as a successful warrior abroad, which involved war. He aimed to make a worthwhile marriage and finalised the marriage with Katherine of Aragon. He soon imposed his will on England, winning some dubious popularity by the execution of Empson and Dudley. A successful Parliament voted supplies. However, Continental involvement achieved mixed success. There was a victory in the 'Battle' of the Spurs (1510) and some towns were captured, but victory was not complete. The King took credit for the defeat of the Scots at Flodden but the success was due more to Surrey. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

**(b) Why did the foreign policies of Henry VIII and Wolsey from 1515 result in England losing foreign friends and allies by 1529?**

Focus: Assessment of an historical judgement.

The question does not ask candidates to consider who of Henry VIII and Wolsey was the more important in directing foreign policy but a brief reference to this would not be irrelevant. However, it is not necessary for any mark because the emphasis should be the outcomes of policy. There were intermittent attempts to make friends with both Valois France (eg. Field of the Cloth of Gold 1520) and Habsburg Spain. Wolsey had hopes to reconciling the two great continental rivals, (eg. Treaty of London 1518 and a meeting at Calais 1521) but his ambitions proved fruitless. Most questions of foreign policy depend to some extent on a knowledge of the policies of other countries but examiners should be cautious not to expect too much in this AS Unit on English history. A broad understanding of the irreconcilable differences between France and Spain will be sufficient. By 1529, his hopes for support from France and the Habsburg empire/Spain were dead. The abortive Divorce negotiations in particular defeated Wolsey. An attempt to get close to France proved fruitless. The Peace of Cambrai (1529) settled affairs between France and the Habsburgs (for a short time) and meant that France could not be used as a balancing force to put pressure on Charles V. The influence of the Pope, however strong it might have been, was negated in the aftermath of the Sack of Rome (1527). With this sort of basis, candidates can explain how Wolsey 's policies came to this state of affairs. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

**10 Government, Politics and Foreign Affairs 1529-1558**

**(a) How successfully did Henry VIII handle the factions in his court from 1529 to 1547?**

Focus: Assessment of a king's success in dealing with an important problem.

The question arises from the third Key Issue and associated Content in the specification, 'How far did factions threaten the stability of the throne? Problems of faction at court (especially the Boleyn... and Howard families), their impact on the throne. The emphasis in answers that are worth the two highest bands will be on assessments of Henry's success in controlling them; answers in the other bands might tend more to descriptions of factions with the assessment being more incidental. Answers in **Band I** can be expected to show a high level of understanding of factions and an ability to evaluate their importance during Henry VIII's reign. The knowledge will probably be represented by the use of appropriate examples of factions and their role in the reign. The arguments will be relevant and communicated effectively. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their

treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

**(b) Assess the reasons why there was opposition to the rule of both Somerset and Northumberland.**

Focus: Analysis of the reasons for the problems of two important ministers.

The question asks 'Why..?' and examiners will look for analytical approaches in answers worth **Band I** or **Band II**. The question does not ask for a comparison of the reasons of the opposition to Somerset and Northumberland but most answers that are awarded marks at the top of **Band I** might be expected to consider how similar or different these reasons were. For the purpose of this mark scheme, these notes highlight similarities and differences but the notes need to be interpreted in the light of the comment above. Both ministers were open to opposition because their positions were tenuous during the reign of a comparatively weak monarch; the situation encouraged rivalries. A weak economy meant that their policies, although different, were liable to arouse opposition. In a time of religious change, opposition was apparent from more radical and more conservative elements. There were also differences. Somerset's methods of administration resulted in the jealousy of those who felt excluded whilst Northumberland, whilst arrogant, probably used his patronage more effectively during his brief time in power. Foreign policy was a more important factor in making Somerset unpopular. Northumberland aroused opposition because of the succession crisis. Answers should be reasonably balanced. A balance of 60:40 either way can merit any mark Band. An imbalance of 70:30 will normally lead to the award of one Band lower than would otherwise be given. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

**11 Church and State 1529-1558**

**(a) Assess why Henry VIII was able to dissolve the monasteries so easily.**

Focus: Assessment of the reasons for an important historical development.

The question asks 'Why' and examiners will be looking for analytical approaches in answers that are worth **Band I** whilst most in **Band II** should be also be analytical. The selection of reasons is open to candidates but they should be reasonably distinct. Historiography is not a AS Level criterion and references to the views of individual historians are not required for any mark although accurate references will be given credit. Candidates might consider the condition of the monasteries. Was monasticism 'on its last legs'? Henry VIII was strong willed and gave powerful support to the dissolution. Thomas Cromwell organised it efficiently. The previous break with the papacy meant that the monasteries could get little aid from the Catholic Church on the Continent whilst it was not a priority for foreign Catholic rulers. There was little resistance

from monks and their associates. 'So easily' might be questioned by some candidates in view of the Pilgrimage of Grace and it would be relevant to assess its importance and significance for the question. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

**(b) Assess the seriousness of the opposition to Mary I's religious policies.**

Focus: Assessment of an important aspect of religious policy.

**Band I** answers can be expected to focus on assessment rather than description. How serious was the opposition? Was it widespread? Did it represent significant groups? Did it prove an important impediment to Mary I's policies? Did it result in open resistance? Did it outweigh the support for her policies? These are some of the questions that might be asked. Candidates might consider the importance of the Wyatt Rebellion, which was partly inspired by religious feelings in Protestant Kent and partly by a (linked) unease at the prospect of the marriage with Philip of Spain. Parliament was willing to agree to some reversals of policy but Mary did not dare to try to enforce the restoration of Church and monastic lands. Probably about a quarter of the clergy were ejected but one must be cautious to translate this directly into a proportion of opposition. However, the treatment of Protestant leaders such as Cranmer, Ridley, Latimer and Hooper aroused deep opposition. Candidates will surely consider the burning of more ordinary people. Reference might be made to Foxe's *Acts and Monuments/Book of Martyrs*. Although some candidates might forget that this was written early in Elizabeth's reign, he reflected deep discontent. There were also the exiles. Marriage can be admitted as an aspect of religious policy. Foreign policy is more peripheral; it can be made relevant but candidates should avoid unnecessary narrative because the focus should be on the opposition. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

**12 Social and Economic Issues 1509–1558**

**(a) Assess the claim that, during the period from 1509 to 1558, governments were extremely unsuccessful in dealing with social problems.**

Focus: Comparative assessment of governments' success in dealing with social problems.

Examiners should not expect every government in the period to be mentioned even in the best answers. A problem might be the answers that fix on one government, make out

a very good case, but ignore the others. A useful guideline might be that these should be liable to a ceiling of **Band II**. The reign of Henry VII was comparatively free of the worst effects of inflation and hardship that characterised the reigns of his successors in this period. Candidates can pass quickly over his reign, perhaps even ignore it without it being regarded as a gap. In Henry VIII's reign, a group showed more awareness of, and sympathy with, the hardships of some social groups. Thomas More and Cromwell might be linked with the Commonwealth Men who became more significant in the 1540s. Growing poverty and especially the apparent effects of enclosures spurred some to demand reforms and limitations on damaging practices. Cromwell was responsible for a poor law act (1536) and an anti-enclosure act (1539). JPs were made more responsible for controlling vagrants. Somerset also tried to curb enclosures and reference might be made to the Hales Commission. It might be argued that he attempted to more than any other governor in this period but also that his failure was greater, as evidenced in Ket's rebellion. Somerset's social policies became a weapon to be used by his enemies to bring him down. Mary I did not do much directly to alleviate social problems although her economic policies promised to help in the long run. The reform of the coinage began during her reign. Answers in **Bands I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) How far do you agree that population growth was the most important cause of price inflation during the period from 1509 to 1558?**

Focus: Assessment of an historical judgement.

The question is based on the second Key Issue and associated Content in the specification: 'What were the main causes of rising prices? Population growth, debasement, impact of war and enclosures in causing inflation'. Candidates do not have to agree that population growth was the primary reason but answers in **Band III** and above should be able to deal with it successfully. In spite of periodic crises due to bad harvests and plague, the population did increase during this period. The birth rate rose and expectations of longer life spans increased. This put pressures on resources, for example land and employment, and contributed to inflation, although there were regional variations. Food prices increased. War had an effect because of its effects but affected the crown and nobility, who bore the brunt of the expense of war, more than the lower orders. However, the tendency of successive governments from the time of Henry VIII to engage in debasement had a general effect on inflation. Enclosures had a serious impact on some, but not all, regions. Answers in **Bands I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will

be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

### England 1547–1603

#### 13 Church and State 1547-1603

##### (a) How successfully, to 1603, did Elizabeth I resist the demands of the Puritans?

Focus: Assessment of an important ruler's success in dealing with a religious problem.

The relevant period includes all of Elizabeth's reign and therefore examiners will not expect detailed analyses of particular developments. The probable characteristic of the most successful answers will be their ability to see the reign as a whole and focus on the most important developments. Candidates can explain 'the demands of the Puritans and can point out how these changed and, to some extent, became more radical. They are not expected to have knowledge of historians' views of the early settlement but good answers will examine how far Elizabeth had to concede to Puritan pressure in the Prayer Book, Act of Uniformity and Act of Supremacy. Especially in the 1570s, the Puritans became more determined under the influence of men such as Cartwright. Grindal was equivocal in his dealing with them. Candidates might consider Puritan demands in Parliament and the pressures that they exercised in the shaping of foreign policy. Separatist groups such as Presbyterians developed to challenge the hegemony of Elizabeth's church. However, by the end of the reign, the Queen had largely maintained her policies, aided by a vigorous Whitgift. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

##### (b) Assess the effectiveness of two methods which Elizabeth I and her government tried to deal with the threat from Catholics.

Focus: Assessment of the methods used by a government to deal with a religious problem.

Candidates can select any two methods. Answers in **Band I** and **Band II** should be reasonably balanced in their explanation and assessment of the two selected methods. A balance of 60:40 either way can merit any mark in any Band, but an imbalance of 70:30 either way will normally lead to the award of one Band lower than would otherwise be given. The characteristic of the most successful answers will probably be that they will concentrate on assessments of the methods whilst answers in the lower bands might only describe the methods. The question does not ask candidates to assess the extent of the Catholic threat; this can be included but should not be a major part of the argument. The best answers might be expected to distinguish between Elizabeth I and her government by showing the differences between the methods favoured by the Queen, largely moderate in order not to provoke Catholics, and some of her ministers and courtiers, who preferred more robust methods of suppression. Answers might consider Elizabeth's attempt to secure a religious settlement that had as broad an appeal as possible. She resisted the efforts of Puritans to introduce harsher anti-Catholic

measures in Parliament, especially after 1570. The danger posed by Mary, Queen of Scots, the arrival of missionary priests/Jesuits and the worsening diplomatic relations with Spain convinced others, including William Cecil, Leicester and Walsingham that tougher policies were necessary. Candidates might consider the importance of the recusancy laws. Treason laws were used against missionary priests. Answers in **Bands I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

#### 14 Foreign Affairs 1547-1587

**(a) How far did foreign policy towards Spain change during the reigns of Mary I and Elizabeth I, to 1585? Explain your answer.**

Focus: Assessment of an historical judgement.

The temptation for less able candidates will be to tell a long story about Anglo-Spanish relations. This narrative will be linked very loosely to the terms of the question. However, examiners should not undervalue answers that are organised chronologically. In addition, points of argument need to be explained; knowledge used in this way is not unselective narrative. An excellent answer might begin by explaining Mary I's policy towards Spain. Mary's mother, Catherine of Aragon, was Spanish. That country was seen as an important ally, an aid to the Queen's wish to restore Catholicism. The key to the relationship was marriage to Philip. As a consequence of the alliance, England joined Spain's war with France. Candidates can continue by examining why Elizabeth's policies to Spain changed. The change was not immediate and complete. Spain was too strong to be rejected outright and would be a useful counterbalance to the French threat. However, a combination of trade, religion, succession (the Mary, Queen of Scots, factor) and the effects of the Dutch revolt brought about significant changes in the relationship. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) How far do you agree that religion was the most important factor in Elizabeth I's relations with France from 1562 to 1584?**

Focus: Assessment of an historical judgement.

The question is based on the fourth Key Issue and associated Content in the specification, 'What part did relations with France play in Elizabeth I's foreign policy between 1562 and 1584? The Le Havre expedition, the effects of outbreak of the French Wars of Religion, the importance of the Dutch Revolt for Anglo-French relations, the Massacre of St. Bartholomew, marriage negotiations with Anjou and Alençon'. Many of



these can be linked directly to religion but other factors can also be examined such as strategic issues and marriage. Most candidates will probably agree on the primacy of religion but 'most important' involves an element of comparison. Answers in **Bands I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. However, even the best answer might not make references to all of the Content mentioned above. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### **15 Government and Politics in Elizabethan England 1558-1603**

**(a) Which was the more important in Elizabeth I's reign, the House of Commons or the House of Lords? Explain your answer.**

Focus: Assessment of the comparative importance of two political institutions.

The discriminating factor, especially in awarding **Band I**, might be candidates' success in dealing with the House of Lords although its role is mentioned at the beginning of the Content of the first Key Issue in the specification ('the relationship between Lords and Commons'). Knowledge of historiography is not an AS Level assessment criterion and candidates are not expected to display an understanding of the different views of historians for any mark although accurate references will be given credit. Most candidates are likely to opt for the greater importance of the Commons and this can merit any mark if well argued and supported. It is not appropriate in this question to require an even balance in the treatment of the two Houses. The importance of the House of Lords largely reflected the greater social eminence of its members. It was also useful to Elizabeth I to balance some of the radicalism to which members of the Commons were prone. From 1572, Burghley sat in the Lords and he and other peers introduced important measures that were then presented to the Commons. The use of committees of both houses was an attempt by some members of the Commons to get around this problem. There were occasions when the Lords clearly took the side of the Queen against the Commons, for example over subsidies in the 1590s. There might well be a tendency in more moderate answers to use much description to deal with the importance of the House of Commons. Relevant description should not be undervalued by examiners but the better answers will use the description to underline clear arguments and assessments. Candidates might examine the Commons' role in granting money to the Crown, its importance in legislation and its ambitions in areas such as religion and foreign policy. Some answers might consider the issues revealed in the struggle over parliamentary liberties. Answers in **Bands I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V**

will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

**(b) Assess the claim that the prestige of the monarchy was considerably weakened during the last years of Elizabeth I's reign.**

Focus: Assessment of an historical judgement.

The question arises from the fourth Key Issue and associated Content in the specification, 'How successful was Elizabeth I in maintaining the power and prestige of the monarchy? The personality of the Queen, the defence of the royal prerogative, the strength and weaknesses of the crown at the end of the reign'. Candidates should also have studied the third Key Issue, which will help them to refer to specific developments, 'The pressures of the war against Spain, financial problems, the Irish Rebellion, Essex's Rebellion, the parliament of 1601 and the monopolies debate'. By the end of the reign, Elizabeth was isolated at court and in her government because her associated had died or had retired. Many were waiting for the new king. Nevertheless, she still kept a grip on affairs and her weakness and determination should not be underestimated. The last parliament showed the willingness of MPs to criticise her over a policy of monopolies that pointed directly at the crown. On the other hand, the Golden Speech demonstrated her continuing ability to defuse opposition. It was really after the 1601 Parliament that she failed physically. The Queen herself might have lost popularity but the prestige of the monarchy was still high. The problems in the last years must be set alongside the achievements, including comparative religious peace, a stable ministry led by Robert Cecil, a peace forced on Ireland. 'The last years' of the reign are not precise and allow some leeway. The earliest admissible date would be 1588 but candidates can commence their arguments later. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

**16 Social and Economic Issues 1547-1603**

**(a) Assess the reasons why rising prices caused problems for many social groups during the period from 1547 to 1603.**

Focus: Analysis of the reasons for important social problems.

The question arises from the first Key Issue and associated Content in the specification, 'What were the main ... effects of rising prices in the second half of the sixteenth century?...The effects of inflation on the different orders of society - landowners, tenants, labourers, townspeople'. Some candidates might interpret the social groups differently, for example looking at the nobility as a class and the crown might be regarded as a (very small!) social group. Inflation created pressures to increase income and landowners sought to increase rents whilst tenants correspondingly suffered. Landowners, including nobles, who were less efficient found that their prosperity declined. Some nobles and courtiers invested in new ventures. The crown was badly hit by inflation; income from revenues fell behind the increase in costs. Labourers had no such means to increase their income. Townspeople were affected according to their

sources of income. Merchants and trades people were not as badly affected but the poor found their conditions worsening. Answers in **Bands I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) Assess the claim that Elizabeth I's government was completely unsuccessful in dealing with the problem of poverty.**

Focus: Assessment of an historical judgement.

Poverty was seen as a major social problem and the government made a series of attempts to tackle it. Harsh measures such as whipping to deter vagrancy were supplemented by measures that provided some relief. There were acts in 1563 and 1572 which combined both parts of official policy. JPs were ordered to levy rates to buy materials that could be worked by the poor. The most famous statutes were the acts of 1598 and 1601 that attempted a more thoroughgoing reform. Measures to control labour included the Statute of Artificers (1563) which dealt with pay and conditions of services, apparently to protect employers and the employed. A major problem facing the government was that it lacked the machinery to enforce the measures, depending largely on local initiatives to implement policies. Local rates and initiatives depended on the willingness and co-operation of those over whom the government had little control. Answers in **Bands I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

## England 1603-1660

### 17 Politics and Religion 1603-1629

**(a) How far do you agree that James I's extravagance was the most important cause of his financial problems?**

Focus: Assessment of an historical judgement.

'Most important' implies comparison and candidates are free to argue that other factors were more important causes of James I's financial problems. These answers will be justified in giving more attention to other factors. However, they should give some attention to describing and then assessing 'extravagance'. Answers that completely ignore this factor might be liable to ceiling of **Band IV** but it unlikely that more thoughtful candidates who aspire to the higher bands will do so. James spent more lavishly on his court than Elizabeth I, including gifts to favourites. However, candidates can also assess the effects of the debts that were a legacy from the previous reign. Parliament was

unwilling to grant more money. Attempts to increase the revenue of the crown, for example through a revision of the Book of Rates, were very controversial. Negotiations over the Great Contract failed. Answers in **Bands I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) Assess the reasons why, during the period from 1603 to 1629, there was opposition to the Stuart kings' claim to 'Divine Right'.**

Focus: Analysis of the reasons for an important political development.

The question asks 'Why...?' and examiners will be looking for analytical approaches in the best answers. Answers in these bands should show a sound knowledge of the relationship of both kings, to 1629, and their Parliaments but the shorter relevant period of Charles I's reign means that examiners will not expect an even balance between the two periods. Candidates will be given credit for accurate explanations of what is meant by 'Divine Right'. Kings were set apart by God, as 'God's lieutenants on earth'. They were answerable only to God and not to their subjects; they did not depend for their power on popular approval. Some excellent candidates might note that the Stuarts did not invent this theory but this point will not be necessary even for the highest mark. This aroused opposition particularly because of the insensitive way in which James I expressed the theory and represented his power, denying an important role to Parliament. Parliamentary privilege depended on its grant by kings. Charles I took a similar line. Parliament was becoming more important and expressed growing criticism of 'arbitrary' measures in taxation, religion and foreign policy. Members came to see themselves as defenders of liberty and public opinion. Candidates can explain how the growing opposition as expressed through particular political developments. Answers in **Bands I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### **18 Personal Rule and Civil War 1629-1649**

**(a) Assess the reasons why Charles I's Personal Rule (1629-40) became widely unpopular in England.**

Focus: Assessment of the reasons for an important historical development.

The selection of reasons is open to candidates but they should be reasonably distinct. The Content in the relevant Key Issue in the specification mentions 'Charles I's personal rule (1629-40), Wentworth and the policy of "Thorough" in England and Ireland, religious

policies and Laud, Scotland and the Bishops' Wars, the breakdown of personal rule 1639-40'. However, the question asks about the King's unpopularity 'in England'. Therefore, developments in Ireland and Scotland should be discussed only within their relevance for England. For example, the Bishops' Wars gave rise to increased demands for taxation. Some feared that Wentworth/Strafford would resort to the same methods of governing England as he used in Ireland. Answers in **Bands I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) Assess the claim that the role of the army was the most important reason for the failure of a settlement between Charles I and his opponents during the period from 1646 to 1649.**

Focus: Assessment of an important development.

The question arises from the fourth Key Issue and associated Content in the specification, 'Why was Charles I tried and executed? The search for a settlement 1646-9, the roles of parliament and the army, the failure of negotiations with the king, the Second Civil War, Pride's Purge, the execution of Charles I'. The question specifies the relevant dates. Candidates can refer to the First Civil War, which influenced the ensuing period, but should take care in doing so. Such references should be brief. All of the answers will agree that the army was very important but 'Assess' means that the candidates have to put its importance in the context of other groups that were involved. How crucial was the army? The specification means that they should be able to discuss Parliament and Charles I himself. Some might go further and consider the Scots but this is not necessary for any mark. (But good answers should normally refer to the King's hope to play off his enemies against each other including the Scots, who joined his side in the Second Civil War). Answers in **Band I** should normally distinguish between the army officers or grandees and the rank and file, many of whom were influenced by Leveller ideas and came to push vigorously for an end to negotiations with the King. The army officers produced the Heads of the Proposals, which would have allowed some power to Charles I in a limited monarchy. The more thoroughgoing demands of the rank and file might be seen in the Putney Debates. Parliament saw itself as threatened by both the army and Charles I and opened negotiations with him but these came to little, largely because of the attitude of the King. The Second Civil War and Pride's Purge made a negotiated settlement more difficult -perhaps impossible. The failure of negotiations led to the King's execution. Answers in **Bands I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V**

will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

### 19 The Interregnum 1649-1660

#### (a) Assess the reasons why Oliver Cromwell became dissatisfied with the Rump Parliament by 1653.

Focus: Analysis of the reasons for an important historical development.

The question asks 'Why...?' and examiners will be looking for analytical approaches in the best answers. The end point is specific but not the beginning. 1648-49 might be appropriate, taking the argument from Pride's Purge or the execution of Charles I and the need to reach a settlement after the execution of the King. This does not prevent candidates taking a narrower line but it is difficult to see how material earlier than 1648-9 can be made relevant unless discussed in a brief introduction. Most candidates are likely to be critical of the Rump. Because historiography is not an AS Level assessment criterion, they are not expected to have knowledge of some work - admittedly not particularly recent - that rejects the view of the Rump and its members as completely corrupt and self-seeking. Candidates who do discuss this effectively should be rewarded. Cromwell believed that the Rumpers were slow to agree on a settlement. The issue of elections proved divisive. The role of Parliament as the highest political authority and the alleged relegation of army interests can be examined. There were also issues over other areas of policy, such as foreign policy with the Dutch war. However, answers should not be expected to show familiarity with the details of foreign policy in this period. Answers in **Bands I** and **II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV** and **V** will be very descriptive and may well have a restricted range. Answers in **Bands VI** and **VII** will not answer the question.

#### (b) How tolerant was Oliver Cromwell as Lord Protector in his religious policies from 1653 to 1658? Explain your answer.

Focus: Assessment of a ruler's religious policies in a controversial period.

Some have claimed that Cromwell's religious toleration is one of his greatest claims to fame. He continued to support it publicly, for example proclaiming that religious freedom was a fundamental right. He opposed the harsh treatment of Naylor and tried to reach agreements with the radicals such as Fox. A wide measure of religious freedom was incorporated into the Instrument of Government that established the Protectorate. There is evidence that he would have gone further than its exclusion of Anglicans and he was also willing to allow English Catholics to live a quiet life. Some candidates might refer to the re-admittance to England of the Jews. Cromwell claimed to follow the guidance of God in his decisions. On the other hand, there were limits to his tolerance. The association of Anglicanism and royalism prevented full toleration whilst the toleration of Catholics should not be exaggerated. The Irish Catholics particularly were beyond the bounds of toleration. Some might note the close supervision of dubious moral activities such as the theatres and sports under Cromwell's Major-Generals. A very creditable point would be to note that Cromwell should be judged by the standards of the seventeenth rather than the twenty-first century. It will be relevant, but not necessary for

any mark, to consider the religious aspects of his foreign policy, including the vain hope of a Protestant alliance with the United Provinces and the alliance with Catholic France against the more Catholic Spain. However, it is doubtful whether religion played a major part in deciding this alliance. Answers in **Bands I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

## 20 Society and the Economy 1603-1660

### (a) Assess the reasons why the mid-1640s saw the growth of the Levellers.

Focus: Analysis of the reasons for an important historical development.

The question asks 'Why...?' and examiners will be looking for analytical approaches in the best answers. The Civil War created the conditions for radical ideas. The New Model Army proved to be fertile ground for the Levellers. It enabled men of humble background to gain promotion. There were opportunities to share new ideas. After the war, the army refused to disband because of lack of pay and guarantees about exemption from prosecutions. Religious commitment and especially the appeal of toleration contributed to the development of the movement. There were political ideals in the demands for a wider suffrage and an end to arbitrary government (but not republicanism in 1646 except for a small minority). Some candidates might explain why the Levellers later came to adopt republicanism, especially when faced with the intransigence of Charles I. There was growing disillusion with Parliament and even the army leaders. The end of censorship meant that it was difficult to control new ideas. The easy availability of printing meant that the Levellers' ideas could be circulated widely. The army rank and file had a sort of organisation that proved effective; even the officers or grandees found it difficult to curb the movement. The appeal of Leveller ideas to some urban classes outside the army should be noted; they appealed to groups that felt inhibited by traditional economic and social customs. Answers should support points such as this with relevant knowledge, for example some examples of their leaders or references to some of the major pamphlets such as the Agreement of the People. Answers in **Bands I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) Assess the reasons why women and the poor were the main victims of the witchcraze during the period from 1603 to 1660.**

Focus: Analysis of the reasons for an important social development.

The question asks 'Why...?' and examiners will be looking for analytical approaches in the best answers. The question arises from the fourth Key Issue and related Content in the Study Topic: 'Why were people persecuted for witchcraft? ...the scale of persecution and trials, possible explanations for witch craze, women and poor as the main victims'. Women and the poor were perhaps the most disadvantaged in sixteenth century society; they were among the most vulnerable. Women were seen in the early modern era as 'weaker' and thus more susceptible to diabolical influences. The witch craze reflected widespread belief in supernatural explanations for disasters, but equally may have reflected and been a physical manifestation of deep tensions within society, whether social, economic, religious and/or political. Women and the poor could thus very easily be scapegoats, especially in a society which had no other obvious 'marginal groups' or 'outsiders' to focus on (eg. Jews, groups of foreigners). Answers in **Bands I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.





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RECOGNISING ACHIEVEMENT

Mark Scheme 2584  
January 2005

**UNIT 2584: ENGLISH HISTORY 1780–1964****England 1780–1846****1 The Age of Pitt and Liverpool 1783–1830**

**(a) 'To 1793, Pitt owed his domination of politics to his reforming policies'. How far do you agree?**

Focus: Evaluation of Pitt's reforms as an explanation for his hold on politics to 1793.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Candidates might get credit for attempts to place the relative importance of his reforming policies into the context of other factors assisting his administration – royal support (especially in the 1784 election and the danger of the 1788 Regency Crisis), the nature of the patronage system, the weakness of the Whig opposition made worse by splits over the French Revolution in 1790, the dislike of Fox and Lord North, economic and financial recovery in the 1780s (which is, in part, linked to his reforming policies) and the political benefits of Pitt's handling of the French Revolution to 1793. More successful candidates in **Bands I and II** may be aware of the fluctuating balance of factors during the period. Many candidates may agree with the question's assertion, stressing the importance of his financial, commercial and taxation reform combined with practicality and vision but it is possible to point to Pitt's indebtedness to others, to the strength of the economy in the 1780s and to some failures (Parliamentary Reform mutually reduced tariffs between Britain and Ireland in 1785 and some of his new taxes). Such points could lead candidates to stress the importance of the other factors mentioned, especially royal support and the initial impact of the French Revolution or perhaps Pitt's control of the political system. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) How serious was the radical challenge to Lord Liverpool's governments in the period from 1812 to 1822?**

Focus: Evaluation of the seriousness of the Radical threat 1812–22.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Candidates might establish the nature of the challenge and the extent to which it posed a threat to Liverpool's governments. Although they failed in hindsight, the 1810s were very disturbed years. 1812 saw bread prices reach their highest in the 19<sup>th</sup> century and the 1815 Corn Law was seen as a hated Bread Tax to keep peacetime prices artificially high. The Continental System was followed by depression in 1815 with Poor Relief reaching its peak in 1818. Luddism in 1812–13 and rick burning in 1816 threatened town and country. Such economic distress stimulated the revival of radical politics and the spread of revolutionary ideas continued via frequent protest meetings spreading democratic and republican ideas under the banner of Parliamentary reform and 'Old Corruption' (March of the Blanketeers 1817, Peterloo 1819). Radicals were experienced in extra-parliamentary methods: meetings, petitions, clubs, press and coup d'état (Cato Street). Yet the challenge was undermined by an experienced government, a lack of cohesive leadership which was often impractical, divisions over aims and tactics (argument and numbers v force), the fragmentation of a very regionalised response and moments of economic recovery (1818 & 1821 onwards). A useful route

through this question might be to examine government responses, or the activities of a national leader like John Cartwright and his Hampden Clubs and Political Union Societies, Orator Hunt (Spa Fields and Peterloo) or revolutionaries like Thistlewood (attacks on the Tower and Cato Street). Government certainly took the Radicals very seriously. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

## 2 War and Peace 1793–1841

**(a) To what extent did British campaigns in the Peninsula War (1808–14) prove to be the most decisive action taken by Britain in the conflict with France from 1793 to 1815?**

Focus: Evaluation of the action taken by Britain in the French Wars.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Candidates might get credit for attempts to place the importance of the Peninsula campaigns into the context of other factors in the French War. Points to be made about the Peninsula might include the importance of making a major military commitment to Europe, thus giving the British more diplomatic clout, the significance of creating an effective ‘second’ front to divert Napoleon (the ‘Spanish Ulcer’) to which he committed over 200,000 men, the ability to combine naval and military operations (the Lines of Torres Vedras) and eventual invasion of France from the South. Against this there were and are contemporary critics of the Peninsula war – Lord Grenville argued that such efforts could have been more effectively deployed in the Low Countries. Wellington was largely on the defensive until 1812. Other actions might be considered more important. An effective use of the Navy, diplomatic and financial subsidies, the economic blockade (Orders in Council) might be considered more decisive. The Peninsula war sapped French resources and men but in itself did not see Napoleonic retreat or personal defeat. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) How far did Castlereagh’s policies towards the great powers change from 1814 to 1822?**

Focus: Assessment of change in Castlereagh’s foreign policies.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Candidates might be aware of changing circumstances (War to Peace) which in part account for policy towards France (co-operation with Louis XVIII as a balance to Russian and Austria post 1814-15 on such issues as the Polish Saxon question) and towards the Eastern Powers. Those areas which remained more consistent were Spain and Latin America (Castlereagh was slow actively to back the

South American states and never recognised their independence), Greece (where he preferred mediation to an emerging war of independence against the Ottomans) and a commitment, forged during the war, to uphold a system of public law in Europe after it (Clause 4 of the Vienna Treaty). Some candidates may stress that Castlereagh remained committed to that ideal, including France in Congress diplomacy at Aix-la-Chapelle in 1818 and stressing that it merely continued wartime diplomacy and interference in Europe. Others could stress that attitudes changed to this Congress system, stressing Castlereagh's limited original intentions (the system was to agree on a rapid rehabilitation of, and withdrawal from, France) and a need to react to the new Holy Alliance and the Russia-Austrian rapprochement that appeared to seek intervention (in Italy and elsewhere) on conservative ideological grounds. Britain thus withdrew from the Congress System after 1818 and became more watchful of Russia, Castlereagh condemning intervention in his 1820 State Paper (key evidence for either a change of policy, or a reaction to post war events, depending on candidates' view point). Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### 3 The Age of Peel 1829–1846

#### (a) How effective was Peel in restoring and re-uniting his party in the period from 1832 to 1841?

Focus: Assessment of the extent of the recovery of Peel's party to 1841.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Candidates can argue for success, comparing the electoral results for 1832 (175) and 1841 (367) or paint a more qualified view by stressing the failure to reconcile the Ultras and Peel's own distaste for specifically party political matters. His pursuit of more 'conservative' policies in the Tamworth Manifesto (1834) could be seen as visionary and more inclusive of a wider property-based electorate but also as a move against an older Toryism that remained strong. His own role in this is crucial. Was Peel the driving force in policy (as Tamworth suggests) and organisation (the Carlton Club, Registration issues, leading from the front from 1834 and in the '100 days', carefully choosing the right moment to challenge the Whigs eg.1841 rather than the Bedchamber crisis of 1839), or did he merely benefit from Whig mistakes, especially the Lichfield House Compact, sitting back and waiting for a propertied reaction (and indeed supporting some Whig policies such as the New Poor Law which outraged some of his Tories), leaving party organisation to Bonham and others? Certainly in 1841 he failed to win seats in Ireland, Scotland and in the larger industrial towns. The Conservative base was narrowly English, rural and small town but, then again, so was the new political system. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack

balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question

**(b) What was the most important reason for Peel's abandonment of agricultural protection? Explain your answer.**

Focus: Evaluation of the importance of the reason for Corn Law Repeal.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Candidates might get credit for the attempt to prioritise their points, focusing on Peel's own reasoning for abandoning agricultural protection. Some may stress his awareness of the contingency of the initial 1815 Corn Law and the changes made to it, including his own modification in 1842; his appreciation of the importance of the changing nature of food supplies in Europe in the 1840s – from gluts to deficits; his rigid views on Free Trade etc.). Other factors affecting Peel could be the Irish Famine and the difficulty of maintaining protection whilst mounting a massive relief attempt in Ireland, although one could point to this as merely affecting the timing of Repeal or its use as an excuse (Corn Law Repeal would not feed a single Irish peasant). The role of the Anti Corn Law League could also be discussed in relation to Peel – its rehearsal of the arguments for Repeal, its political campaign and influence in the Northern towns but also the negative way in which it was seen by Peel and the limitations of its campaign (provoking the Anti-League into action). The emphasis is on Peel himself – the success of his free trade measures, his determination to impose repeal on Cabinet and Party (most of whom initially opposed him on this) and his appreciation of changing circumstances in both Britain and Europe. The question is on the relative importance of the various factors affecting his decision in 1845–46. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

#### **4 The Economy and Industrialisation 1780–1846**

**(a) Assess the claim that investment rather than invention was the crucial explanation for industrial growth in the period 1780–1846**

Focus: Comparison of the relative importance of 2 factors affecting industrial growth.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. A critical comparison of the two factors in relation to industrial growth will be very relevant. A huge number of innovative ideas were registered by the patents office, notably Cartwright's power loom and Watt's rotary steam engine, many from amateurs and businessmen as well as scientists. Experiments were in vogue, encouraged by the various Royal Societies (of Arts and later Engineers) which promoted invention and challenged ideas through more widely circulated newspapers, magazines and organising societies. However, it is difficult to assess their relative importance. Most were impractical and Britain may have been on a par with other societies which were certainly promoting high quality learning Patents could be also counter productive, their use restricting development. There was much suspicion and vested interest operating against change, witness the delayed development of railways in the early 19<sup>th</sup> century and the delay in applying power to textiles other than cotton. Investment on the other hand was available thanks to developments in banking, the encouragement of aristocratic investment in land and minerals and the very large sums accrued from overseas trade.

Here merchants were keen to invest in infrastructure (canals, railways) that made overseas products more cheaply available. None the less investment was difficult to come by (inheritance or marriage could be a more secure route), risky (debtor's goal) and problematic before company regulation in the early 1840s. Outside Cotton, Coal, Iron and Transport, industrial growth remained pre-industrial in form. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) To what extent did rural change always lead to poverty in the countryside in the period from 1780 to 1846?**

Focus: Evaluation of the results of rural change 1780-1846.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Candidates might be expected to be aware of the major rural changes in this period – the culmination of the enclosure movement, the application of mechanisation, the movement towards pastoral and away from arable, increasing underemployment, population increase and internal migration. It could be argued that such changes brought many problems, including the replacement of small freeholders or regularly employed tenants by a depressed labouring class who were employed seasonally and with lower wages. The Poor Law could be used to demonstrate a rise in poverty between the 1790s and the 1830s. Population increase especially placed extra burdens on families. A structural imbalance occurred, yet some candidates may balance their points by arguing that in some areas, especially those close to industrial or commercial centres, matters improved. Rick burning and the Swing Riots of 1830–31 occurred in East Anglia, Kent and the South West, areas of declining artisan industry. Wages were a third higher in the North West. Some profitable estates did improve conditions and employment opportunities, but most kept wages low and employed an increasing proportion only on a casual basis. The French Wars made matters worse by raising prices and then, post 1815, dropping them, so that Agriculture remained in depression in the 1820s. Very successful candidates might be aware of the use of 'always' in the question. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**Britain 1846–1906**

**5 Whigs and Liberals 1846–1874**

**(a) 'Whig and Liberal dominance of politics during the period from 1846 to 1868 was due to their reform programmes.' How far do you agree?**

Focus: Evaluation of the relative importance of reform in explaining Whig & Liberal dominance.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Candidates might balance reform (and why it might be electorally attractive) against other factors which may include the nature of an increasingly urban electoral system, the predominance of talent on the Whig, Liberal and Peelite side (Aberdeen, Russell, Palmerston and Gladstone), the split in the Conservatives after 1846 and the near monopoly on popular foreign issues that the Whig – Liberals possessed, representing both traditional and radical views. Mention may also be made of the economic stability of this period with issues like radicalism and Ireland subsiding. Each one of these may be considered to be more important than reform although candidates will need to discuss reform programmes and their relative importance. Mention here may be made of free trade, laissez-faire and administrative reform (the latter, when touching Nonconformist issues, having a growing electoral impact). These in the hands of Gladstone, were clearly popular, with an urban middle class electorate although all parties had accepted free trade from 1852. The Repeal of the Paper Duties in 1861 was also electorally popular. Candidates could challenge the question by examining Parliamentary Reform, toyed with by Liberals like Russell from 1852 but proposed by the Conservatives in 1859 and passed by them in 1867. None the less it could be argued that Gladstone and Russell gained the credit here from 1861 to 1866. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) To what extent did Gladstone and his Liberalism enjoy wide support from 1859 to 1874?**

Focus: Evaluation of the extent of support for Gladstone and Liberalism to 1874.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. More successful candidates might be aware of change, a growing support to 1872 and then a contraction given the unpopularity and divisiveness of some of the Gladstone Ministry's reforms culminating in electoral defeat in 1874. They will also be aware of the distinction between support in the party and support in the country, not always the same thing. Candidates might explain Gladstonian Liberalism's policies – peace, retrenchment and reform etc. and the extent to which these were consistently popular (foreign policy was often viewed negatively eg. the Alabama arbitration). A useful distinction might also be made between Gladstone and Liberalism in general. Gladstone could generate support amongst particular groups – Nonconformists, the skilled working class, the business world, middle class radicals and the Celtic fringe but he could also alienate some, especially upper class Whig leaders, Land, radical Irish and the patriotic. The Irish were particularly angered by the Irish Land legislation whilst the Trades Unions were not best pleased by his limited Trade Union legislation. Nonconformists hated Forster's Education Act of 1870, to the extent of withdrawing support in 1874. Gladstone was not greatly interested in party and electoral management. He preferred swaying opinion through great moral questions – if he lacked one then support could ebb, as it did in 1867 and 1874. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but

the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

## 6 The Conservatives 1846–1880

**(a) 'The introduction and radical nature of the Second Reform Act of 1867 was a response to a popular demand for change'. How far would you agree?**

Focus: Assessment of the relative importance of popular demand in causing the 2<sup>nd</sup> Reform Act.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Candidates might get credit when they address and prioritise the importance of popular demand as a factor in pushing reform forward in 1866–67. A case could be made that Derby and Disraeli sought to harness popular demand (the skilled upper working class in the New Model Unions, their Reform League led by Applegarth and Odger) with a view to franchise change as a part of Tory democracy – to secure power with a working class alliance. They responded tactically to a growing popular demand seizing their opportunity when the Liberals split to include all Householders and Lodgers. The Hyde Park Riots, it could be argued, spurred the Conservatives on, as did further agitation from both the Reform League and the more northern middle-class Reform Union. Moderate Parliamentary Reform was certainly much discussed by and largely accepted question for many politicians but, as Derby's son noted, popular excitement was not great. Some candidates could therefore take a different approach – the Hyde Park riots caused comment more through where they were and the issue of crowd control than because they affected Derby's government or Disraeli's deliberations. Instead, an emphasis could be put on Disraeli's party political opportunism and personal ambition (the succession to Derby). The radical nature of the bill owed much to manoeuvring by a minority government to win a majority for the Bill by wooing the Radical vote away from the Liberals. More successful candidates may question the radical nature of the Act – Disraeli assumed that most of the new urban votes were Liberal. His actions in the Counties were to protect the Conservative vote through the redrawing of boundaries. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) To what extent was Disraeli responsible for Conservative defeat in 1880?**

Focus: Assessment of Disraeli's role in the electoral defeat of 1880.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Candidates might get credit when they assess Disraeli's relative responsibility for the defeat of 1880 as set against other factors. Disraeli was old and ill by 1880 and no longer in charge in the Commons. Disraeli has also been blamed for mistiming the election (better in 1878 than 1880 when he misread some by-election results). Although the Eastern Question had been favourably settled in 1878, hence the option of an election then, imperial issues had gone wrong from 1876 (Bulgaria, South Africa and the British defeat by the Zulus at Isandhlwana in 1879, and troubles in



Afghanistan which brought Gladstone out of retirement and into a new type of political campaign (the Midlothian campaign of 1879-80) which Disraeli was unable to match. Despite a 'national' rhetoric which had consolidated support in 1874 only parts of this were intact in 1880. Disraeli could also be held responsible for running down the Conservative electoral machinery and alienating Gorst, a key asset in 1874. He resigned in 1878 and was replaced by the incompetent Skene. Strafford Northcote, leading the election campaign, was no match for the reunited Liberals, especially when he had presided over a doubling of the income tax (2d. to 5d.) between 1874 and 1880. Other important factors were the end of social reform in 1875 (Disraeli's fault – he reminded Cross that he had promised not to harass the people with intrusive legislation) and the onset of agricultural depression (the Conservatives lost 25 county seats when the Liberals hinted at a change in property law promoted by the Farmer's Alliance who campaigned against the Conservatives). The rate of economic growth also slowed, leading to a fall in wages and a rise in unemployment for which the government was blamed. Disraeli was unlucky in the circumstances but did little to counter or alleviate them. Candidates might assess whether Disraeli was merely unlucky or was directly responsible. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

## **7 Foreign and Imperial Policies 1846–1902**

### **(a) To what extent did the principles governing British foreign and imperial policy change in the period from 1846 to 1902?**

Focus: Assessment of the extent of change in foreign & imperial principles 1846-1902.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. This is a wide question that encompasses much, so detail or full coverage of every aspect is **not** expected. Candidates might get credit for when they are aware of the main principles of policy – the Balance of Power, the promotion of trade, the preservation of the Empire, concern over Russia and France and a limited preference for constitutional states. The Balance of Power saw considerable change. Britain was committed to uphold the Vienna Settlement of 1815 but attitudes to Austria changed in the 1850s and Britain supported both German and Italian unification at Austria's expense. A commitment to the Treaty of Paris in 1856 followed but had failed by 1870. The Balance was now one of 5 (or 6 including Italy) and one could argue Britain withdrew into Splendid Isolation. Challenged by the US and Germany on Trade, Britain remained committed to Free Trade and Sea power as a means of securing markets (China in the 1850s and Suez after 1875). Candidates could argue for a change on Empire, from Free Trade Imperialism to a formal Empire (especially in Africa) although some see this as a reluctant change, imposed by others. Russia and France remained problems that needed constant curbing (Russia in the Crimea and the Balkans; France in Italy, Africa and the Far East). As for supporting constitutional states there was a Gladstonian 'morality' that supported a nation struggling to be free but this depended on the behaviour of any individual state or its oppressor rather than any consistent preference for constitutionalism per se. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be

well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question

**(b) Assess the claim that the protection of trade routes to India was the most important factor in determining British influence and expansion in Africa from 1868 to 1902.**

Focus: Assessment of the relative importance of trade routes in conditioning African expansion.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. One argument in explaining African expansion is that it was conditioned by the strategic need to protect trade routes to India, hence the concern with Cape Town and the East African coast and particularly the new route via the Suez Canal post 1875 (a controlling share was obtained in it, Egypt was acquired from 1882, interest was shown in the Sudan in 1885 and 1898, Zanzibar was taken in 1890 and the Fashoda incident flared with France in 1898 over the White Nile.). It may explain a focus on Eastern and Southern Africa. However, it is equally possible to emphasise the importance of economic motives, particularly given the onset of depression after 1873 and especially in Southern Africa. In the pre-1886 period interest there had been traditional, exploratory (Stanley in 1874-76) and more a question of an over ambitious Colonial Secretary (Lord Carnarvon's Confederation scheme under Disraeli) and governors like Sir Bartle Frere. The discovery of gold in the Transvaal transformed the situation and led to both the 2<sup>nd</sup> Boer War and to ambitious personal expansion by Cecil Rhodes to encircle the Boers. More successful candidates might point to factors varying according to area. The role of other countries might be stressed - competition with the French in the North and the Germans in the East and the creation of conditions suitable for expansion at both Berlin in 1884 and Brussels in 1890. Humanitarian and missionary activities, particularly connected to the Slave Trade, were clearly important in the Sudan (Gordon), East Africa and the occupation of Nyasaland. More successful candidates might try to balance the various factors according to area and circumstance. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

## **8 Trade Unions and Labour 1867-1906**

**(a) To what extent did Trade Unions involve themselves in party politics in the period from 1867 to 1906?**

Focus: Assessment of the extent of Union involvement in party politics to 1906.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Candidates might get credit when they focus on the extent of involvement. The New Model Unions were largely focused on self help issues (wages, conditions, savings and respectability) which brought them close to Liberalism but not very active within it, whilst in the 1880s New Unionism reversed this and preferred direct action (strikes) and, at a leadership level, more interest in socialist politics, although

its members were not voters. To 1900, most Trade Unions and workers seemed happy with Liberalism without much concern to lobby or use party politics to their advantage. Even the Trade Union legislation of the 1870s saw little inclination by the TUC to change its position. Arguably temperance was more of an issue for workers. Only 9 'Lib-Labs' existed in the 1880 and they were very traditional; the potential of more voters (1867 and 1884) was not exploited politically. Trade Unions became more involved as a result of the employer backlash following the strikes of 1888 and 1889. In retreat in numbers and tactically, the law became the battleground and, given Liberal and Conservative reluctance, socialist politics were seen as a way forward. Nonetheless, Keir Hardie's election as an independent labour MP in 1892 did not convince many Trade Unions of the need for socialist politics (the block vote system was designed to stop its influence within the TUC) until 1899 (*Lyons v Wilkins*). 1900 was a turning point in independent involvement of Trades Unions (the LRC), which was reinforced by further legal attacks (the Taff Vale judgment of 1901 which boosted numbers quickly). Although many trade union members still remained Liberals, the TUC was now part of the LRC. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question

**(b) Who was more important in the creation of a Labour party in the years to 1906, Keir Hardie or Ramsay McDonald? Explain your answer**

Focus: Comparison of the contribution to Labour made by Hardie & McDonald.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. It is likely that in this earlier period of Labour development, many candidates may give Hardie more credit than McDonald. That will be acceptable but discussion of only one of the two will limit an answer to **Band IV** at best. Both were Scottish and both helped create a Labour party in 1900 but they came from different stands within the Labour movement. McDonald was a Fabian from 1886 and joined the socialist ILP in 1894. His contributions were rhetorical and organisational, especially in his role as the first Secretary of the LRC after 1900. Controversially he negotiated the electoral alliance with the Liberals in 1903 - his supporters stress Labour weakness (just 2 MPs in 1900) and the need to make an impact at the next general election (potentially 50 plus), where splitting the progressive vote would only let the Tories in. His detractors argue he compromised on Hardie's hard won 'independence' and risked re-absorption by the Liberals. In the end it gained Labour 29 seats in 1906 and they became a viable minority party. To 1903, Hardie had made the running in the creation of a party independent of the Liberals, forming a Scottish one in 1888, becoming the first independent MP in 1892 and inspiring the formal ILP in 1893 by bringing together the socialist organisations. He provided the presence and image of 'independence' both in Parliament and outside, especially the North. He stressed the importance of the Trade Unions switching allegiance (numbers, organisation and finance) to broaden the Labour political movement after the ILP wipe out in 1895. He was crucial in creating a bridge between them and the other Labour organisations to form the Labour Party in 1900 (LRC). He became its Chairman in 1906, by which time he was leaving party organisation to McDonald. More successful candidates might be aware of the timing of their respective impact and their largely complementary roles. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue

raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question

### **Britain 1899–1964**

#### **9 Liberals and Labour 1899–1918**

**(a) 'The problems facing the Conservatives were the most important reason for the Liberal electoral victory of 1906'. How far do you agree?**

Focus: Evaluation of the reasons for Liberal victory in 1906.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. The key issues were, on the Liberal side, an angry working class (Taff Vale) and a new unity born out of a defence of Free Trade. On the Conservative side there was a decline in party organization (27 Liberals were unopposed in 1906, in marked distinction to 1900) with 100 Conservatives retiring and the loss of working class support in Lancashire and London through to the failure to reverse Taff Vale, Chinese Slavery and Tariff Reform (the 'small loaf' which was easily the biggest issue in 1906). Middle class voters were also alienated by Conservative divisions over Tariffs and re-attracted to Liberalism via a less threatening and less Home Rule obsessed party. Given this, it is likely that most candidates will conclude that the 1906 election was lost by Balfour's conservative attempt to solve problems controversially. The Liberal programme was more traditional and 'safe' (a no to food taxes, repeal of the Conservative Education and Licensing Act to appease traditional Liberal groups and repeal of Taff Vale to appease the Unions). Signs of new liberalism were rare. It was more a question of new unity imposed by Conservative mistakes and an electoral pact with Labour to undermine working class support for Labour and avoid splitting the progressive vote. Although there were many who had abstained from voting in 1900 and now turned out for the Liberals (a 25% increase) it is likely they were reacting against Conservatism. This could exaggerate the impact on seats leading to many more. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question

**(b) To what extent was social reform the most important aim of the Liberal governments from 1906 to 1914?**

Focus: Evaluation of the relative importance of social reform in Liberal aims 1906-14.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Candidates will get credit when they explain the aims of Liberalism in this period – an older Liberalism which prioritised a defence of Free Trade, Temperance as a key social aim, a concern with Nonconformist issues on education and an interest in constitutional issues (the franchise, the role of the House of Lords and, if passed, Home Rule for Ireland) versus a New Liberalism of collective social reform to

enable the disadvantaged to stand on their own two feet via state assisted insurance schemes. Candidates may agree that priority of aim was determined by particular politicians at given moments – the social reform of New Liberalism under Churchill and Lloyd George seizing the initiative between 1908 and 1911 (Pensions, Labour Exchanges, Trade Boards, National Insurance etc.) whilst 1906-08 and 1911–14 saw more traditional Liberal aims published by Campbell Bannerman and Asquith (a reversal of Conservative educational legislation and anti Trade Union legal decisions, the Parliament Act of 1911, Irish Home Rule and franchise issues (promoting male and dithering over the female vote). Some candidates might point out that older Liberal aims continued to prevail when dealing with social reforms – the acceptance of the majority report of the Poor Law Commission which recommended a retention of ‘1834’; the emphasis on individual savings and the stress on children’s health and diet in education rather than an extension of educative provision. Nonetheless, many may argue that social reform was the most important aim, not least because of its importance for national efficiency following the set back at the turn of the century. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question

### 10 Inter-War Domestic Problems 1918–1939

**(a) ‘The impact of the General Strike (1926) was more political than economic in the period to 1929’. How far do you agree?**

Focus: Assessment of the impact of the General Strike to 1929.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. In terms of trends, the economic impact of the strike confirmed development in wages and hours in the 1920s – lower or static wages, often with longer hours, with the dismissal or victimisation of those who had struck. The coal industry in particular faced severe competition from abroad and from new fuels and continued to react by squeezing labour costs rather than through modernisation or the amalgamation of smaller firms. Britain remained on the gold standard at a high rate of exchange. The main economic impact was on the miners themselves when driven back through starvation. They would have gained more by accepting Samuel (and maintaining hours). The main economic ‘gain’ was a more sensible approach to industrial relations such as the Mond-Turner talks of 1928-29 (employers meeting with the TUC to explore ways of increasing industrial efficiency) and a certain reluctance to cut wages in industries other than coal and rail. Most candidates are likely to argue that the political impact was greater – the discrediting of Syndicalism, the belief in forcing the issue through large scale direct action (numbers involved in strikes and lock outs fell). Union leaders, through the experience of 1926 and economic reality, resorted to it less, aware that its political implications would lead to a showdown with a well organised state. It enabled the Conservative right to hinder the Labour Party by changing the political levy to a ‘contracting in’ basis (thus reducing fee income for Labour by one third), and to hamper Trade Unionism by making sympathy strikes illegal. It reinforced Baldwin’s position as Conservative leader and PM, especially his use of the media although in the long run it boosted Labour through class solidarity and the desire to nationalise. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus

clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) How effective was Ramsay MacDonald as prime minister in the Labour governments of 1924 and 1929-31?**

Focus: Assessment of Ramsay MacDonald's effectiveness as PM to 1931.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Some candidates might argue for effectiveness - that he established Labour as a respectable and responsible party of government, pursuing moderate policies in both governments at home and abroad, avoiding ILP socialism. In practice both were minority governments, dependent on Liberal support. His backing for Snowden's orthodox handling of economic and financial issues underscored this, ruling out any new approach to the problems of unemployment. He was a realistic politician perhaps welcoming the short nine months, having proven his ability to govern. Supporters of MacDonald also point to his statesmanship in the crisis of 1931, putting the national interest and the pound before Labour party sectional interests, being forced to give a show of unity to a largely Conservative Coalition in the ensuing National government when his own minority Labour government fell after nine ministerial resignations. Other candidates may point to his lack of effectiveness - that he came to power in 1924 through a non socialist defence of Free Trade, that his socialist colleagues criticised him both for this and for failing to attempt socialist reform (only John Wheatley was of the Labour left) and that he mishandled relations with the USSR and over the Campbell case leading to inevitable defeat. He was unable to delegate. In 1929 little had been done to prepare for rising unemployment and the Government was subsequently buffeted by the impact of the Great Depression. In 1931 MacDonald failed to take his cabinet with him on the issue of cuts and Henderson successfully led a rebellion. MacDonald, by joining a National Government as PM, was thus "the great betrayer" of the Labour movement. Much will depend how candidates approach the 1931 crisis as to whether they see MacDonald as effective or not. Should he have resigned with honour intact? Could he have done anything to prevent the crisis erupting? Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**11 Foreign Policy 1939-1963**

**(a) 'British Foreign Policy aims from the outbreak of war in 1939 to the Potsdam Conference of 1945 were affected more by relations with the USSR than by relations with the USA'. How far do you agree?**

Focus: Comparison of the relative importance of the USSR & the USA in changing British aims abroad 1939-45.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. The balance of the arguments will depend on which of the USSR and USA seems more important but **Band V** will require an understanding of

Britain's relations with one of these. Those who would agree with the question are likely to assert the importance of the Nazi Soviet Pact in confounding allied views of the USSR and in 'greenlighting' Hitler's Polish ambitions. The aim of policy then became the need to bring both the USSR and the US into war. The USSR could take the strain of Nazi military power whilst Britain would benefit from Lend Lease. This succeeded in 1941 and those who stress the US as being of more importance might point out the success in getting the US to focus on German defeat first. As an ally, Britain remained more cautious of the USSR, especially the potential price to be paid in any future peace settlement, hence the percentages agreement in Moscow in 1944. In turn the USSR remained suspicious of the Western Allies' delay in reopening a Western Front (1944). Despite Arctic convoys, supplies and assistance, there was feeling that Britain was too much at arms length, hoping that both dictators would destroy each other. Whilst the alliance with the US became closer, despite some military and organisational friction, the alliance with Stalin declined. By 1944–45 British post war aims would be in conflict with those of the USSR (over Poland and especially occupied Germany) and possibly those of the US, if it saw Britain as of little future value. Churchill feared Stalin, Roosevelt and Truman would act against British imperial interest at Teheran, Yalta and Potsdam. Whilst the USSR had become the new enemy, relations with the US were one sided with Britain playing a supportive role, hoping to maintain some elements of her previous global power. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question

**(b) How seriously did Britain take European co-operation and integration in the period from 1945–1963? Explain your answer.**

Focus: Assessment of the relative importance of European co-operation for Britain 1945–63.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Many are likely to argue that Britain did not take European integration seriously until 1960, pointing to Britain's traditional world status, the extent of imperial involvement throughout the period, and her concern to shape Europe rather than be shaped by it. The Atlantic alliance was preferred by both Labour and Conservative governments, enabling them to compete at superpower level. National sovereignty was invoked as a reason for staying out. Britain wanted none of the Pleven Plan for a European Defence Union, preferring the NATO alliance and the US on military matters, and her own trading organisations (EFTA etc) for the economy. The Schumann Plan and EEC were similarly mistrusted or not considered suitable for Britain. Europe became just another factor in domestic politics. Its thrust in the EEC – French control over German iron and steel- were less of an issue for Britain. Bevin was interested in a European Third Force, but it was more to deter. Economic issues also dictated Britain's go it alone attitude up to 1960. Those who argue for a serious approach to Europe may stress its economic recovery and British initiatives such as the Council of Europe in 1949, or the Eden Plan of 1952, with leadership coming through the OEEC and NATO. However, devaluation of the pound in 1949 encouraged Europe to find her own economic salvation, whilst the Board of Trade and the Treasury both opposed entry because of economic weakness, the disruption of Free Trade and the need to protect Sterling. Churchill, Bevan, Attlee and Eden were all sceptical and, although they took the issue seriously, did not see

British interest as lying with Europe. France consistently made it easy for Britain not to involve itself and thus accused Britain of not taking it seriously. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question

## 12 Post War Britain 1945–1964

**(a) Which was the most successful of the Labour governments' reforms in the period from 1945 to 1951? Explain your answer with reference to at least three reforms.**

Focus: Evaluation of the relative success of several Labour reforms 1945–51.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. An examination of only two reforms will not be able to go beyond **Band III**, consideration of only one will render a discussion of 'most successful' invalid and will not be able to go beyond **Band V**. There are a wide variety of reforms to choose from but most will opt for three of the following – educational development (leaving age raised to 15) and the tripartite division of secondary education; Bevan's housing policy; nationalisation, particularly coal and railways; the National Health Service and universal national insurance. Effective criteria will need to be established – the harsh economic climate and shortage of raw materials, (affecting housing – prefabs and squatting), the extent of vested interest and opposition to be overcome (The BMA in the NHS; socialist commitments to comprehensive education or to universality in health treatment) the extent of bureaucracy to surmount (red tape in housing approval) the issue of planning and purpose (what was nationalisation expected to achieve beyond being non-profit making utilities, the scale of the problem in relation to those satisfied (house building, patients treated, children educated, adults insured) and some awareness of the context of a particular reform. The energy and effectiveness of Ministers can also be considered – Bevan on housing and health, Ellen Wilkinson and George Tomlinson on education, and James Griffiths (national insurance). Many candidates may conclude that the NHS (with the exception of prescriptions) was a success, as was housing (on a slower scale). Education was probably successful despite socialist misgivings, the universality of insurance a success, but nationalisation was mixed. More successful candidates could judge some of these areas in relation to aim and socialist principle (nationalisation scored highly on the latter.) Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question

**(b) 'Labour owed its 1964 electoral victory to the leadership of Harold Wilson'. How far do you agree?**

Focus: Assessment of the relative importance of Wilson in Labour's 1964 victory.



The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Labour won in 1964 by the large swing in the popular vote but only by a narrow margin of seats (317 to the Conservative's 304, and only a 5-seat majority in the Commons). To explain 'How far...?', candidates will be given credit when they assess the relative importance of Wilson's leadership in victory in relation to other factors (eg. increasing problems within the Conservative Party). Wilson's youthful leadership (at 47 the youngest PM since the early 19<sup>th</sup> Century) and his identification with competence and all things 'modern' contrasted well with the new aristocratic Conservative leader Sir Alec Douglas-Home, who ran an ineffective campaign and did not handle television well. Wilson promoted his image with much talk of planning and the opportunities offered by 'the white heat of technology'. The grey years of Gaitskell were past and Wilson exploited Conservative weakness, especially economic, with skill. However, many candidates may well conclude that it was the Conservatives who lost the election in the years after 1959, rather than Wilson or Labour who won it. The Conservatives seemed too 'Establishment', the promotion of a peer to the leadership was a mistake given the satirists of the day. Its organisation lost its way after 1959; Butler replaced Hailsham and was in turn replaced by Macleod. 1950s affluence now seemed relatively sluggish by comparison with elsewhere, and the Conservative Chancellor (Selwyn Lloyd) imposed unpopular deflationary policies in 1961. Decolonisation, the Profumo affair and immigration unsettled some whilst a new economic policy (the 'New Approach') involving controlled expansion was undermined by De Gaulle's veto in 1963. A radical Cabinet reshuffle ('Night of the Long Knives') also unsettled his ministerial colleagues when it was intended to create the sense of a fresh, dynamic government. Macmillan's choice of replacement was botched. Middle and working class voters were lost. Labour won on a modern and modernising agenda ('the white heat of technology'). Some answers might point out that Labour's victory can be exaggerated. Labour only won by a very narrow margin – a Commons majority of just 4, with 13 seats and 0.7% more of the vote more than the Tories. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.





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RECOGNISING ACHIEVEMENT

Mark Scheme 2585  
January 2005

**Europe 1046-1250****1 The Reform of the Church 1046-1122****(a) To what extent was Gregory VII personally responsible for the Investiture Contest?**

Focus: Assessment of role of individual in context of major historical event.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Gregory's personal responsibility can be interpreted broadly. He was strong-minded, willful, volatile, temperamental and assertive. Candidates will need to move beyond this, however, to engage with his principal ideas, putting these into context of prevailing ideological positions of *regnum* and *sacerdotium*, a developing programme of reform ideas, imperial attitudes and practices. Gregory's ideas included: paramountcy of *justitia*, sovereignty and so supremacy of the pope over Christian society (including bishops and kings); the necessity for 'suitability' of office-holders in ordered society; the illegitimacy of lay control over clerics. Such ideas had a powerful impact, above all the attack on lay investiture and the idea of the deposition of a king. Some of the context was political. Other factors which might be mentioned include: the background of an historically weak papacy and strong imperial monarchy; the consequences of the 1046 Synod and the 1059 Election Decree; the establishment of a reforming Papacy and its initial measures; the minority of Henry IV and the retreat of the German Crown and advance of the Papacy during those years; the internal problems of Henry IV once he attained majority; and so Gregory VII's agenda and the threats to traditional German monarchical practices, including over the Church. Candidates who dwell wholly upon Gregory VII, no matter the strengths of their answer, will **not be able to go above Band III**. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) Assess the reasons why the Cluniacs lost their appeal in this period.**

Focus: Assessment of causation of religious change.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Here candidates need to focus on the Cluniacs and any references to other Orders need to be used only as contextual evidence. The religious-spiritual context was important in respect of eg. the Benedictine Rule, prayers, good works, ways to salvation, traditions of patronage, family connections, benefactions, the appeal of monastic life to the younger members of families. Increasingly, the Cluniacs were criticised for pursuing a 'contaminated' form of Benedictinism; for they had, it was said, lost the true and pure nature of the Rule. Their leadership, it was alleged, had become lacklustre and too closely identified with lay society and its leaders, accepting too readily extensive endowments. They were over-centralised and too formalized, even formulaic. They were no longer committed to key aspects of the *Opus Dei* and it was felt, not least by their Cistercian critics, they had lost their sense of brotherhood and become over-institutionalised. Other Orders offered (or appeared to offer) alternatives, not least a pure, strong commitment to the Benedictine ideal. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the

demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

## 2 France and the Empire 1152-1250

### (a) Assess the reasons why Frederick Barbarossa became involved in Italy.

Focus: Assessment of causation of policy area.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Barbarossa made six expeditions to Italy and these subsumed a high proportion of his reign. The levels of commitment and involvement were high. He had inherited both an interest and an involvement in Italian affairs and in dealings with the Papacy, in part the produce of his imperial position. Such were heightened by his Imperial Coronation in 1155. Reasons embraced the obvious attractions of wealth and material gain allied to a boost to power, location and prestige; issues of control, not least over the Papacy (events of 1159-76) and over the growing power and pretensions of the Lombard Communes. Frederick saw himself as Emperor and was ambitious; there were profits in involvement in Italy; he probably had imperial ambitions and dreams (evidenced in a view of Italy as German by conquest and not Papal gift, clashes with Pope Alexander III over ‘imperial’ actions and decisions, the use of Roman law and lawyers and imperial theory against Papal ideology). The context of Emperor-Pope clashes might be adduced too, if briefly. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### (b) How far were resources the main reason for Philip Augustus’ success against the Angevins?

Focus: Assessment of causation in context.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Resources included: taxes, wealth from lands, Church gifts, loans, the accretion of resources from prior territorial gains. Undoubtedly, Philip possessed strong and growing financial assets, in part inherited, in part built up from successful policies from 1180. Royal income at least doubled, if not more, and there were other gains, not least via his skilful exploitation of his position as feudal suzerain. That said, there was more to his success than simple financial strength. Philip was a decent military commander and an astute diplomat. He used his power as feudal suzerain to the full and exploited the errors and the weaknesses of King John, as well as the latter’s uneasy relationship with the Norman baronage. The Angevins had their own problems and were probably not as strong in exploitable and available resources. Philip could also make use of a developed and efficient system of administration. Focus will be especially upon 1199-1204 or 1206 though some reference ahead to 1214 and the major victory then at the Battle of Bouvines might be expected. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative,

narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### 3 Crusading and the Crusader States 1095-1192

#### (a) How far was strong leadership the main reason for the success of the First Crusade?

Focus: Assessment of causation of major historical event.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. ‘Strong leadership’ might embrace elements such as: the personal role of Pope Urban II and other Church leaders, the place of the Papal Legate Adhemar, the presence of (often powerful) personalities such as Bohemond, Tancred of Taranto, Godfrey of Bouillon, Raymond of Toulouse, Robert Curthose, Hugh of Vermandois, Stephen of Blois and Robert of Flanders. Candidates might point out that often there were internal divisions and squabbles, and that knights and others often provided an element of leadership or direction (notably after the siege of Antioch and in galvanising the drive for Jerusalem). Other factors might include: religious fervour and zeal (the impetus provided by Pope Urban, various religious men on the ground, events such as the Holy Lance at Antioch, the procession outside Jerusalem, military strategy and tactics, the significance of key military successes (eg. at Doryleum, at Antioch), tensions and disunity among opponents (eg. Sunni and Shi’ite, divided leadership, Turks and Egyptians, Aleppo and Damascus). Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

#### (b) How serious were the problems faced by the Crusader States in the period from 1100 to 1143?

Focus: Assessment of seriousness of problems in historical context.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Problems faced included: the climate and terrain; a shortage of settlers; geographical location and vulnerability; (over-) dependence upon the disunity of opponents; internal divisions and rivalries; the ambitions of individual rulers in the States; uneasy relations with the Byzantine Emperor; tactical needs such as avoiding open, pitched battles; great dependence upon castles as upon diplomatic and military skills to keep opponents divided; the unreliability of mercenaries and locals in military operations. Specific examples (eg. Edessa, Jerusalem) would help to strengthen answers. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps

being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

#### **4 Social, Economic and Intellectual Developments of the Twelfth Century**

##### **(a) Assess the reasons for the growth of towns and cities in the twelfth century.**

Focus: Assessment of causation factors in economic areas.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Towns and cities grew in scale and size in the period, one of general economic growth attendant upon population growth, expanding trade routes and activities and somewhat better stability conditions. Developments in trade, trade volumes, wealth, taxable capacity, urban functions in government, religion, banking, strategic controls, were factors. Manufacturing and exports, markets and fairs, colonisation, shifts from the countryside to towns, specialisation of production, agrarian and commercial were all important too. Area examples would be useful and candidates can draw from English and continental examples (eg. Northern Italy, Flanders, Paris, Bruges, London, Florence, Pisa, Genoa, Milan). The significance of lay and ecclesiastical needs, and their demands within the urban context, could also be noted. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

##### **(b) How far was there a 'Renaissance' in learning in twelfth-century Europe?**

Focus: Assessment of character, extent and nature of major historical event.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Candidates may argue about the validity of the term 'Renaissance', though most may accept its usage. A broad time span (c.1050-1250) is possible, though the focus in illustrative content should be primarily on the 12th century. Some contextual sense is to be expected, eg. growth in government and law; the need for well-trained and literate administrators/officials for kings, nobles, merchants; the Investiture Contest and its effects on scholarship and the search for the means to buttress arguments; developments in canon law; contacts with the Muslim world; a greater sense of critical enquiry. 'Learning' may produce a focus upon literary areas, but references to arts and culture and architecture are also fine. Revived scientific interests, a strong interest in classical learning, maturing humanism, the roles of masters and teachers may be mentioned, as also activities from a wide field of Northern Europe (especially Paris) and Southern Europe (Bologna, Montpellier, Salerno). Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be

very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### Europe 1450-1530

#### 5 The Italian Renaissance 1450-1530

##### (a) Assess the importance of classical examples as influences on artists and architects of the Italian Renaissance in the period 1450-1530.

Focus: Assessment of an important cultural development.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. There should be a strong focus on the classical heritage, but answers may take this further and look at how classical examples were adopted and adapted. Specific examples should be used to illustrate arguments, eg. the way in which masters such as Brunelleschi (Brunellescho), Donatello or Raphael used classical examples in their buildings, sculpture and paintings, or the ways in which literary sources (eg. works of Pliny) were used for inspiration and precedent. Candidates may also consider other factors such as contemporary fashion, the needs and interests of patrons, the pride of individual Italian states. Some attention needs to be paid to both artists and architects, as does consideration of the degree to which non-classical influences applied. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

##### (b) To what extent were Renaissance ideas in the period 1450-1530 reflected in the work of the Humanist writers?

Focus: Assessment of an important cultural development.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Answers need to consider Humanist writers and the influences on their works, Renaissance and traditional. Candidates may also consider the influence of ideas such as: the importance of textual study in Humanist practice, searching out lost manuscripts and editing corrupted texts; the rediscovery of Greek texts that led to a revival of interest in the philosophical ideas of Plato and attempts to reconcile (even synthesise) them with Christian tenets. Candidates may legitimately concern themselves only with Machiavelli and Castiglione – the authors identified in the specification – but other Italian humanist writers (eg. Pico della Mirandola, Ficino) may quite legitimately be discussed. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.



## 6 Spain 1469-1520

### (a) How effectively did Ferdinand and Isabella deal with the problems facing them in the early years of their reigns?

Focus: Assessment of a series of problems.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. A range of problems may be considered, most of which are interlinked through the issue of civil war. These may include: the need to produce a settled administration and government; the problems of an over-mighty nobility; problems of scale and disunity; dealing with issues raised by a pluralist society with Jewish and Muslim communities within Christian states; problems with the church. Many answers may conclude that some problems, for example the civil war and the nobility, were dealt with effectively, but issues such as the administration of a disparate inheritance were not really tackled. Candidates need to note the limitation to the period to be considered and should not seek to evaluate the whole reign, but examiners need to show latitude because the question does not give a precise end date. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### (b) How much unity had the reigns of Ferdinand and Isabella brought to Spain by 1516?

Focus: An important political development.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Material which might be considered includes: civil war, administration, religious policy, foreign policy and the succession (eg. Ferdinand's second marriage). Methods of government, for example peripatetic government, might also be considered. So too might consideration of the powers and role (not) allowed in Castille to Ferdinand; the strong sense of independent traditions within Aragon and the Aragonese sense of the danger of Castilian domination. Many answers may say that very little actual unity was achieved, despite there being some unity of purpose (eg. in the *reconquista*) and some unity of religious policy (especially the inquisition that operated in both Aragon and Castille). There may also have been some psychological unity in terms of how 'Spain' was seen by other states. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

## 7 The Ottoman Empire 1451-1529

### (a) To what extent did the Ottoman rulers fulfil their aims in the period from 1451 to 1520?

Focus: Evaluation of the success of Ottoman rulers.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. A great deal of material can be considered here and it would be quite reasonable for candidates to attempt a chronological approach. An alternative method would be to look at a range of themes over all three reigns. Both approaches are equally valid. In the reign of Mehmed II (1451-81), the focus was on the capture and then the development of Constantinople as an imperial capital and the perception of himself as heir to Byzantium, and attacks on remaining outposts of Byzantine power. It could be argued that he was largely successful, with some exceptions in the Mediterranean. The aims of Bayezid II (1481-1512) were largely those of consolidation, but his reign did see the first development of naval power and, with it, early attempts to dominate the Mediterranean. Again, there were successes, but was he limited by the existence of a rival (his brother Jem) and less successful in his declining years? Selim I (1512-20) turned his attentions to Anatolia and the Arab lands in a great swathe of conquests. He also attempted to consolidate government. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) How significant was the fall of Constantinople (1453) for the Ottomans and for Western Europe in the years to 1529?**

Focus: Assessment of the significance of the fall of Constantinople.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Many candidates may argue that the fall of Constantinople was of great significance for the Ottomans and for Western Europe. Significance can be measured in a number of ways, eg: the great prestige gained by the Ottomans and the great shock felt by the West; strategic issues and the Ottoman ability to launch further attacks, and the mode and direction of these attacks; the Imperial view of the Ottoman Empire; the failure in the West to launch any effective crusade after 1453, despite the shock of the city's loss; consolidation for the Ottomans in the Mediterranean; the impact on Venetian and Genoese possessions, and Italian mercantile willingness to negotiate with the Ottomans to keep trade flowing; the degree to which there was an exodus of Byzantine scholars who brought ideas/learning/valuable classical texts to Western Europe. Some answers may well look at both longer and shorter term issues – that could be very effective. Answers must deal with both sections of the question, but it will be quite acceptable for the balance not to be up to about 60:40 either way without any impact on the quality of answers (and thus access to the top of Band I). Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**8 Exploration and Discovery 1450-1530**

**(a) Compare the reasons why Spain and Portugal embarked on overseas exploration and empire-building in the period 1450-1530.**

Focus: Assessment and comparison of reasons.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Answers need to offer adequate treatment of both countries, though the balance may be up to about 60:40 either way without any impact on the quality of answers (and thus access to the top of Band I). Since a real sense of comparison is required, many may adopt a thematic approach, which could be very effective. Areas that might be considered include: geographic advantages, historical traditions as sea-faring nations, links to North Africa and the Atlantic, economic considerations, crusading, missionary considerations, personalities and royal/merchant patronage, competition between the two kingdoms. Candidates may well also draw into their comparison of motives a distinction between Portuguese activities (with their strong trading interests) and Spanish (with their obsession to seize land and colonise). Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) How important was royal patronage in encouraging Portuguese exploration and empire building in the period 1450-1530?**

Focus: Assessment of a significant area of policy and motivation.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Royal patronage can be seen as very important, starting perhaps with the crusading and economic interests of Prince Henry the Navigator (died 1460). Other royal motives for consideration might include the pride of the monarchy and (perhaps from the 1490s) competition with Spain. Possible alternative factors might include: geographical position tying into Portuguese economic/trading interests, navigational and technological developments, religious considerations - astute candidates may show how these can link to the patronage of the royal family. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**Europe 1498-1560****9 The Holy Roman Empire 1517-1559**

**(a) To what extent was population growth the main reason for social and economic problems in Germany during the period 1517 to 1559?**

Focus: Assessment of significant social and economic change.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. For the significance of population growth, the complaint was regularly made that ‘Germany is overcrowded’. Candidates may consider issues such as: the particular impact of population growth on towns and cities (especially manufacturing and trading centres like Augsburg, Danzig, Munich, the mining towns of Saxony) and the great social and economic problems created there through overcrowding and unemployment (including a rise in anti-semitism). Answers may also explain how rising population stimulated and/or drove price inflation. Alternative engines of contemporary social and economic problems that could be discussed include: trade loss (eg. the difficulties of the Hanseatic League); inflation; a lot of indifferent harvests and major hardship in the countryside; the problems of poverty; growing crime; peasant revolts, perhaps linked to the influence of the ideas of Luther and more radical religious reformers (eg. as reflected in the Twelve Articles of Memmingen). Some may question the scale of population growth (‘only’ c.12 to c.15 million). Some may see the linkages between these factors and show how these various factors were inter-related. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) Assess the impact that repeated war with France had on the Holy Roman Empire from 1521 to 1559.**

Focus: Assessment of consequences of war.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Answers must focus on the impact on the Holy Roman Empire; this is not a general question on Charles V’s wars. Issues that may be considered include: the impact of the repeated financial exactions on the Emperor’s capacity to act, the impact on Charles’ ability to ‘deal with’ the Reformation (Luther, imperial cities, the princes), the impact on Charles’ ability to ‘deal with’ the Ottoman threat in Hungary (the question asks about the Empire, not Germany, so the front in Royal Hungary is relevant). Some may very validly look at the question through certain turning points or offer a survey rooted in 1559 that looks back thematically. Some candidates may point out that the wars had a limited physical impact on the Empire in terms of devastation, localized to small battle areas on/near frontiers and the paths taken by marching marauding armies. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**10 Spain 1504-1556**

**(a) How successful was Charles I in dealing with the domestic problems that he faced in Spain the in the early years of his reign?**

Focus: Assessment of a serious political problem.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Issues which might be considered may include: noble power, Charles' ignorance of Spain in 1516, the revolts of 1520-22, relations with the church, the issue of Charles' brother Ferdinand, financial issues, Charles' frequent absences. It could be argued that he, personally, was not very successful in dealing with these problems since he quit Spain on being elected Emperor and the revolts were put down in his absence by the Regent, Adrian of Utrecht. However, notwithstanding intractable problems of finance, Charles' reign did settle down pretty quickly and the ensuing calm might suggest that he (the king and/or his government) was pretty successful. Candidates need to note the limitation to the period to be considered and should not seek to evaluate the whole reign, but examiners need to show latitude because the question does not given a precise end date. Candidates who push on into the 1520s may consider the importance of Charles decision to live in Spain throughout the period 1522-29 and the early successes of los Cobos, Secretary to the new Council of Finance (established 1523). Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) Assess the strengths and weaknesses of the Spanish economy during the reign of Charles I.**

Focus: Assessment of a significant economic issue.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. This question is centered on the economy of Spain rather than an assessment of the crown finances, although Charles' constant need for money did have a significant impact on the economy. The economy of Spain was effected by various factors during this period, including: the *juros* which encouraged the prosperous to take up more leisured lifestyles, the balance between wool and grain which was distorted by the *mesta*, population growth which had an impact on grain production and the need to import grain, the effects of inflation which could be seen everywhere, the impact of the Americas in promoting wool production and in encouraging urbanization, the depressive economic effects of regular and heavy tax demands (Spain was taxed heavily to fund Charles' many wars). Some candidates may argue that a sound economy was being undermined by the inequalities between grain and wool, and by the financial exactions of the crown. However, there were areas of industrial and urban growth. (NB candidates may, but do not need, to distinguish between Aragon and Castille). Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**11 France 1498-1559****(a) To what extent do you agree with the view that Francis I was an absolute monarch?**

Focus: Assessment of a significant historical concept.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Answers may deal with issues such as: the extent to which the royal writ actually ran throughout France (eg. the continuance unchallenged of major noble fiefdoms, the role and power of local *parlements* and estates); administrative reforms; fiscal changes that increased royal revenues (4.8 million livres to 9 million); the massive costs of war that limited what Francis could do and increased royal debts from 1 million to 9 million livres; Francis' own beliefs about the nature of his kingship (reflected in Budé's *Instructions of the Prince*); royal propaganda and courtly magnificence ('the theatre of kingship'); the natural limitations on monarchical power in early modern Europe (eg. noble power, the limitations of distance); the way in which Francis ruled according to law, respected the rights of his subjects and rarely attempted to influence judges (realities summed in de Seyssel's *The Great French Monarchy* and its concept of a contract between monarch and subjects). Answers may discuss the financial constraints imposed on Francis I by his frequent wars. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) How successful were the French monarchs in dealing with French financial problems of the period 1515 to 1559?**

Focus: Assessment of the level of success.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Areas that may be dealt with include: the worsening financial situation of the crown, the better exploitation of traditional forms of income (eg. through the new *trésoreries*); significant increases in existing tax revenues (the *aides*, the *taille* and the *gabelle*); forced loans; the sale of offices and the impact this had on taxation and administration (eg. the Parlement of Brittany was created by Henry II just to sell jobs in it); new sources of income (eg. new taxes: the *solde des 50,000 hommes* of 1543, the *taillon* of 1549, tax on the clergy 1552. Europe's first government loan *le grand parti* of 1555); the borrowing of money at exorbitant rates of interest to fund repeated war and the massive debts incurred as a result (royal debts increased from 1.4 million in 1515 to 43 million in 1559). This may be set in the broader context of problems of inflation (c.2% pa). Methods of control such as the *epargne* and appointments made by Henry II may also be considered. One possible line of argument is that, given the seriousness of the problems, Francis I was fairly successful while Henry II was as successful as an early modern monarch - Henry showed far more imagination in finding new revenue sources and had far better credit ratings because (unlike Francis) he repaid loans on time. On the other hand, repeated war condemned the crown to chronic financial weakness and it was French bankruptcy that forced the ending of the Habsburg-Valois Wars. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that,

but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

## 12 Warfare 1499-1560

### (a) To what extent did the development of defensive fortifications during the years 1499-1560 meet the challenges of improved artillery?

Focus: Assessment of significant technological developments.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. There were significant developments in defensive fortifications and in artillery during this period. Candidates may focus heavily on the development of *trace italienne* fortifications and 'ballistic shaping' to build lower, thicker walls (and, increasingly, earth ramparts). Candidates might look validly at the development and indeed massive expense of the emerging siege warfare. Candidates might also consider ways in which the new fortifications themselves used the power of artillery for very effective defence (enfilading fire in angled bastions with orellions, free-standing ravelins in ditches, double Pisan ramparts). Many may argue that newer styles of fortification met the challenges very well. Siege artillery held the upper hand until the 1520s, but the successful defence of Milan in 1521 revealed that the advantage had passed back to defensive warfare. *Trace italienne* curtailed dynamic warfare – one reason why direct set-piece battles like Pavia (1525) became increasingly rare in the Habsburg-Valois Wars after c.1530. But not every state had/could afford the new-style fortifications and in those parts of Europe offensive warfare continued to dominate unchecked (eg the dynamic Ottoman invasion of Hungary 1526). Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### (b) To what extent did financial considerations affect the way wars were waged during the years 1499-1560?

Focus Assessment of financial problems and their impact on war.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. The expense of warfare in this period was a major issue, influencing the scale, duration and style of war. Issues that could be raised could include: an assessment of the escalating costs of war (due especially to new-style *trace italienne* fortifications, the greater expense of the significantly larger armies now deployed to cope with long sieges, the use of mercenaries, inflation). There are plenty of examples of interrupted campaigns and/or failure to capitalize on victory because of bankrupt governments, eg. Charles V's inability to invade France after the Battle of Pavia (1525), Philip II's inability to invade France after the Battle of St. Quentin (1557), the stalemate of the last years of the Habsburg-Valois Wars. On the other hand, candidates can point to other factors that influenced the way wars were waged, such as: the rising power of the infantry (the Swiss pike phalanx that developed into *coronelia* and then the *tercio*), the development of near-impregnable defensive fortifications with *trace italienne* designs.

Astute candidates will show that these in themselves related to (influencing and influenced by) the rising costs of war. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### Europe 1545-1610

#### 13 The Counter Reformation 1545-c.1600

##### (a) How successfully did the Catholic Church deal with the challenge of Protestantism from 1545 to c.1600?

Focus: Assessment of a significant religious development.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Issues that might be considered may include: how far the abuses criticised by the Protestants were removed, the effectiveness of the assertion/clarification/redefining of Catholic doctrine by Trent, how reinvigorated the papacy was, how successful the new religious orders were. Answers may consider how renewed fervour produced a significant the catholic revival in Germany (eg. Jesuit missions directed by Peter Canisius) and won back areas like Austria and Poland. Such positives might be set against failings/weaknesses, such as: catholic inability to win back other areas which had become Protestant, the massive disruption to catholic recovery caused by the French Wars of Religion, the failure to crush Calvinism in the Netherlands and defeat the Dutch rebels. Some may raise the issue of the extent to which recovery depend not, as the question says, on the catholic church (popes, bishops, Trent etc) but on the local initiatives of individual rulers (eg. enthusiasm from dukes of Bavaria & Philip II, lack of from Holy Roman Emperors). Some may ask how well/how extensively the reforms of Trent had taken root by c.1600 –in some parts (eg. France, the Empire) the answer is barely at all. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

##### (b) How important was the role of the Papacy in directing the Counter Reformation from 1545 to c.1600?

Focus: Assessment of a significant religious development.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Candidates may see the start of the period (the pontificate of Paul III 1534-49) as pivotal, ending an era when popes seemed to stand against reform and initiating a era when popes led major reform initiatives and pressed for engagement with the protestants. Candidates might consider the role of individual popes (eg. the poor record of eg. Julius III against the strong record of eg. Gregory XIII or Sixtus V), the papacy's ability to control (more or less) the Trent's agenda (eg. ensuring no



compromise was made with protestantism), papal relations with secular rulers (the terrible relationship with Philip II providing an instructive lesson in the limitations of papal command). Answers might distinguish between popes pushing a more militant Counter-Reformation (eg. Pius V who crossed Philip II to excommunicate Elizabeth I) and popes who pressed for a more diplomatic line (eg. Sixtus V delaying papal support for the Spanish Armada). Equally, some answers may argue that, in directing the Counter Reformation, others were actually more important than Rome itself (whether new orders like the Jesuits or reforming bishops on the ground like Charles Borromeo or the actual implementation [or not]of the decrees of Trent or the actions of secular rulers like Philip II). Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

#### 14 The Reign of Henry IV 1589-1610

**(a) How successful was Henry IV in tackling resistance to his rule throughout his reign?**

Focus: Assessment of success.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Possible areas for discussion may include: bringing the Wars of Religion to a final end after his accession (finally ending 1595-98), which could include his conversion to Catholicism in 1593 to remove the main reason why Catholics opposed him as well as his own military abilities in defeating the Catholic League; issuing the Edict of Nantes (1598) which kept the Huguenots loyal and significantly reduced religious divisions; political organization in the Midi; resistance by regional assemblies; attempts to assassinate Henry (finally successful 1610). Some may refer to the significant improvement in royal finances (eg. the new *pauvette*) which strengthened Henry's political position and capacity considerably. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) Assess the importance of Sully to the recovery of France during the years 1589-1610.**

Assessment of the role of an individual.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Areas for possible consideration might include: the importance of Sully's role as Superintendent of Finances and his contribution to the recovery of crown finances (increasing the *gabelle*, introducing the *pauvette*, a transformation from bankruptcy to solvency); improvements to the economic infrastructure (eg. building roads & bridges, establishing commissions for commerce to restore silk

weaving, developing linen production, trying to reduce the outflow of bullion via new manufacturing eg. Gobelins); Sully's administrative abilities; Sully's relationship with the King. Candidates may assess Sully's importance in his own terms or may set it against alternative important factors such as the more peaceful era in which he worked (the French Wars only finally ended 1595-98) and the qualities of the King Henry IV himself (Sully was appointed only in 1598 so, for example, was not involved in calling of the Assembly of Notables and its approval of the *pancarte*, a 5% sales tax – although that proved so unpopular it was quickly scrapped). Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### 15 The Dutch Revolt 1563-1609

#### (a) To what extent was Philip II personally responsible for the problems he faced in the Netherlands in the 1560s?

Focus: Assessment of the causes of a significant historical event.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. In terms of Philip's personal responsibility, candidates may focus on issues such as: his own religious stance, his misunderstanding of the regional and specific liberties of areas and of individuals, his appointments (especially his over-reliance on Spanish advisers), his relationship with the States General, his absence after 1559. Slow communication between Spain and the Netherlands made problems more difficult than they need have been. The very unpopular new bishoprics scheme of 1561 might be mentioned (not just its religious aspects but the secrecy with which it had been prepared and the fear it was the first blow to strengthen royal authority). So might the garrisoning of 3000 troops and other immediate causes of the Revolt. Alternatives to Philip's personal responsibility might include: pent-up dissatisfaction in the Netherlands after the long rule of Charles V (disaffection encouraged by heavy taxation), the ambitions of the *grandees* (eg. William of Orange, Egmont) and dislike of Perrenot/Granvelle, economic problems, the development of protestantism. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

#### (b) Assess the strengths and weakness of William of Orange as a military leader.

Focus: assessment of the role of an individual.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Candidates need to go beyond a simple inventory of William's military successes and failures to consider issues such as: his style of leadership, his personal attributes and detracting features (eg. siding with Margaret of

Parma's army and then leaving for Germany during the 1<sup>st</sup> Revolt). Issues that might be considered include: the gaining and maintenance of allies, his use of strategic advantages, William's successes and failures in maintaining order, his tactics. Answers might validly make some reference to the political abilities (eg. his political understanding and diplomatic skills, his great talent for co-operating with the States' assemblies) that so contributed to his successes as a military leader. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### 16 Spain as a Great Power 1556-1598

#### (a) Assess the legacy left to Philip II by his father.

Focus: Assessment of political problems.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Issues which might be considered may include: the size and 'governability' of Spain (a multiple monarchy that outwardly was remarkably calm but was tense with ethnic divisions: Catalans, Galicians, Basques who all felt threatened by Castilians; a clumsy conciliar system of government that worked quite well in spite of itself); the range of governmental systems across the separate kingdoms that made up 'Spain': the over-dominance of Castille, serious dissatisfaction in Aragon; weak crown finances (debts of 36 million ducats) that forced Philip to declare bankruptcy in 1557; a distorted tax system; economic underdevelopment; a church in need of reform; a paranoia about the internal 'threats' from protestants and *moriscos*; a state of war with France and with the Turks. Against all those structural weaknesses and individual problems, Philip's inheritance in 1556 was very much the same as that his father had in turn received in 1516 while Charles' transfer of the Netherlands to Spain gave Philip a very valuable (if discontented) economic and strategic resource. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

#### (b) To what extent can Philip II be seen as a successful King of Spain in domestic affairs?

Focus: Assessment of Philip's domestic success.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. There is real debate here (the 'decline of Spain') and a range of possible answers are to be expected. Issues which might be considered include: problems with finance (revenues increased quite strongly, but were undermined partially by inflation but primarily by war) leading to 4 bankruptcies; the over-dominance of Castille, rebellion in Aragon 1590-91; developments to conciliar government and the establishment

of *juntas*; factional rivalries at court; Philip's personal abilities and shortcomings, his hands-on style of administration; economic underdevelopment (exacerbated by failure to use American trade to benefit most of Spain); economic difficulties (eg. wool exports disrupted by the Dutch Revolt); major reforms to the church; the destruction of the *moriscos*. Many of these points can be used either way. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### European History 1598–1661

#### 17 Richelieu and Mazarin 1622-1661

#### **(a) How far did Richelieu succeed in increasing the power of the monarchy within France during the years 1624-1642?**

Focus: Assessment of success of Richelieu in developing royal power.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Answers may include points such as: Richelieu worked with the King, aiming at the following targets: religious diversity (Huguenots), the magnates, parlements, crown finances - all linked by their limiting of royal powers. All targets were hit at some point, but perhaps only with the Huguenots was there something like complete success (Edict of Alais removed their military power after the fall of La Rochelle – but freedom of worship remained). Magnates were a constant threat with plots against Richelieu and the King. Although the crown survived, it was not immune from resentment and attack. Richelieu was more successful in diminishing the power of the Paris Parlement than in a number of provincial ones, where he was forced to give way under fierce opposition. Probably the most resented policy was excessive taxation to support war. Some candidates may argue for the development of royal absolutism. Others may point out that the church, the magnates and the provinces were not subjugated while royal administration was not strong enough to support/develop absolutism. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

#### **(b) To what extent was the Peace of Westphalia (1648) a success for the foreign policy of France?**

Focus: Evaluation of Westphalia in relation to foreign policy success.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Answers may include points such as: in relation to the Thirty Years' War, French policy had two major aims – break the Habsburg pincer of Spain and Austria, and to expand and then consolidate French frontiers. France gained lands, bishoprics and greater influence in Alsace and Lorraine, but war over Franco-Spanish

borders continued until 1659. A major gain for France came in recognition of its role (with Sweden) as guarantors of the German terms of the peace. Though neither Richelieu nor Mazarin were specifically aiming for such direct influence, the general thrust of French policy had favoured independent German states via the breaking of the Habsburg threat to France, with the ending of Austrian ambitions further west. Overall, many answers may argue that a better balance of power was achieved through French success, though France was not the dominant European power. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### **18 The Problems of Spain 1598–1659**

#### **(a) To what extent were Spain's governments responsible for Spain's domestic problems during the period 1598–1659?**

Focus: Assessment of government responsibility for the state's domestic problems.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Answers may include points such as: regionalism; ossified social structure, economic, financial, administrative. The first two were endemic, but policies to address them (eg. by Olivares) worsened matters by hardening resistance to change economic, financial and administrative. Problems were becoming endemic by the end of the period, but the governments of Philip III and Philip IV either ignored them, (eg. reliance on bullion to spend on wars rather than economic investment) or made them worse (eg. Olivares' proposals for tax and financial reforms foundered on the twin rocks of noble and regional privilege). Many may point out that the pernicious effects of long periods of war exacerbated all of Spain's domestic problems. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

#### **(b) Assess the effects on Spain to 1659 of the aggressive foreign policy of Philip IV from 1621 to 1659.**

Focus: Assessment of the impact of foreign wars on Spain.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Candidates are able to consider the effects of the renewal of war with Dutch, the Thirty Years' War, the attempt to recoup Westphalia's losses by continuing war with France after 1648. Answers may include points such as: the crippling of the economy and finances with the resultant dissipation of imperial bullion, which in turn helped (though not exclusively) to spark unrest and rebellion; Habsburg Spain's division from alliance with Habsburg Austria by the Treaty of Westphalia (1648) – lost territory to France in 1648 and again by the Treaty of the Pyrenees (1659); Spain lost

the war with the Dutch, and saw its overseas empire under terminal attack from Holland, England and to some extent from France. Many answers may argue that the effects formed a catalogue of disasters. Decline, though not total by 1659, had become irreversible. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### 19 The Thirty Years' War 1618–1648

#### (a) To what extent were Habsburg religious policies in Bohemia the main cause of the start of the Thirty Years' War in 1618?

Focus: Assessment of the role of religious policies in Bohemia in causing war.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Answers may include points such as: the strength of catholic revival encouraged the Emperor to take a more aggressive stance against protestants in the Empire; some may argue that religious policy specific to Bohemia was less important because the situation leading to revolt there might have occurred anywhere in the Empire. Linked closely to religion was the Imperial thrust to increase its authority at the expense of the princes. In fact, resentment over this united a number across the catholic-protestant divide. Candidates might validly take their assessment to 1621, with foreign intervention (Spain and Poland) occurring within a year of the Bohemian revolt. While anti-protestantism was a factor, both countries had territorial and strategic considerations for intervention. Many answers may argue that although the immediate cause of war was ostensibly Habsburg religious policy in Bohemia, the causes from the start were a complex series of linking issues. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

#### (b) 'Sweden's intervention in the Thirty Years' War ended Habsburg chances of victory'. How far do you agree with this judgement?

Focus: Assessment of the decisiveness of role of Sweden in preventing Habsburg victory.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Answers may include points such as: examination of the role of the Edict of Restitution in discussion of Sweden and other factors - the hard-edged demand for restoration of church lands that had been 'taken' by protestants since 1552 marked an aggressive stage in policy which turned erstwhile supporters and other states into opponents of the Habsburgs. Swedish intervention proved decisive in turning the tide of Habsburg success and confidence manifest during the period to 1630. Though anti-Habsburg forces were defeated again at Nordlingen in 1634, France then took on the mantle of leadership of the anti-Habsburg forces. These events ended Habsburg chances

of the kind of victory presaged by events before 1630. Other important factors for possible discussion might include: the divergent interests of Spain and Austria (Spain showed greater concern to defeat Holland and keep the Netherlands when that war was lost than in supporting Austrian ambitions in Central Europe). Swedish military methods, in spite of Gustavus' death, proved a great stimulus to anti-Habsburg forces after 1635. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**20 Social Issues in the First Half of the 17<sup>th</sup> Century****(a) Assess the reasons for the importance of Amsterdam to the development of the Dutch economy in the first half of the seventeenth century.**

Focus: Evaluation of the reasons for Amsterdam's economic importance to Holland.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Answers may include points such as: the blockage of Antwerp smoothed the path to Amsterdam's economic ascendancy ('Venice of the North'), the importance of Amsterdam to Dutch economy not simply for trade but in banking and in architecture. In demographic terms, Amsterdam was a major European metropolis containing one-sixth of the total Dutch population. Amsterdam led the way in Holland by embracing religious tolerance (one-third of its population was protestant immigrants – especially valuable as so many were skilled craftsmen and textiles workers; Jews lived in a splendid quarter, not a ghetto). The creation of an exchange bank, loan bank and a bourse in Amsterdam all contributed to make Dutch interest rates the lowest in Europe by 1660. Many candidates may argue that of all the factors, the influence of religious toleration and of low interest rates vie for the position of the most important reasons for Amsterdam's pre-eminent place in the Dutch economy. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) 'The work of Kepler and of Galileo is the only evidence of a scientific revolution in the first half of the seventeenth century.' How far do you agree with this judgement?**

Focus: Evaluation of the evidence for a scientific revolution.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Answers may include points such as: Kepler and Galileo as crucial to the beginnings of a scientific revolution. Both contributed to the development of astronomy and physics, though Galileo rejected much of Kepler's work on planetary motion (wrongly). Both had a wider impact too, particularly with the wider adoption of a more structured approach to scientific thinking. Alternatively, other factors important to the development of a scientific revolution that may be considered include: challenges to religious dogma in science (still dangerous, as Galileo discovered) allowed more widespread interest in science in several levels of society in catholic Europe. The age of the 'Gentleman Scientist' was under way – science began to be 'fashionable'. Co-operation between master craftsmen and scientists increased (eg. Galileo's telescope). Some answers may make useful reference to the socio-economic, political and scientific contexts in which scientists worked. Some candidates may, quite validly, challenge the very notion of a 'scientific revolution'. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive



and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### European History 1660–1718

#### 21 Sweden and the Baltic 1660–1718

**(a) To what extent was the loss of Sweden's Baltic Empire mainly the fault of Charles XII?**

Focus: Assessment of the factors leading to the loss of empire.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Answers may include points such as: Charles XII did amazingly well to resist for so long the superior forces ranged against him. Some may see his efforts as no more effective than a raging at the dying of the empire. If there is any culpability on Charles' part, it was his failure to press home his advantage against Peter the Great after the Battle of Narva (1700), turning to Poland instead. This was, however, hardly a major cause of the loss of Empire. That lay elsewhere: Russia's rise under Peter the Great, the weaknesses of Sweden's economy and demography which reduced Sweden's ability to maintain a widely scattered empire, hastening decline. Holland and England both provided serious trade problems in the Baltic. Brandenburg-Prussia was a growing threat to Sweden's North German influence. Many answers may argue that while the loss of empire was inexorable, Charles's efforts delayed it. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) How far had the development of absolutism in Sweden eliminated the domestic weaknesses of Sweden by the end of the seventeenth century?**

Focus: An assessment of the impact of absolutism in solving domestic problems.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Answers may include points such as: the legacy of Charles X contained several weaknesses, not least economic and demographic problems. The copper industry was declining and population growth/immigration was slight. Sweden was not strong enough to sustain a large empire through force of arms alone. The development of absolutism left these fundamental problems untouched. The power of the nobility to threaten alternative administration/power to royal power was broken by Charles XI's absolutism. Even here, though, it may be argued that absolutism was a parenthesis in the history of benign oligarchy which characterised Sweden's governments before and after Charles XI – an oligarchy that generally supported the interests of the nation above faction, including the monarch. Charles XI's administration did become a model for others, notably (and ironically) Peter the Great's Russia. Divisions between clergy, people and nobility were largely eliminated by 'popular absolutism' which gave the regime more widespread support than absolute regimes elsewhere. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than

explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

## 22 France and Europe 1661-1715

### (a) How far did the European balance of power in 1661 encourage Louis XIV to adopt an aggressive foreign policy?

Focus: Evaluation of the reasons for Louis's foreign policy.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. The first aggression, the War of Devolution, came in 1667. Answers may include points such the balance of power certainly favoured France in 1661. Austrian/ Spanish threats had been subjugated, although they were to re-emerge in later coalitions provoked by Louis XIV's actions. In addition, England was in the throes of political restoration, and was at war with the Dutch. Only Holland was a likely, but not decisively strong, opponent for France in the 1660s. Louis lusted for glory, personal and national. His power was secure in a recently pacified and stable country – a combination that soon produced a very active foreign policy. The (alleged) concern with consolidating French frontiers led to the invasion of Franche Comte and the invasion of Spanish Netherlands based on a tenuous and recently discovered 'claim' to them through his wife. The prospect of Louis as a next-door neighbour alarmed the Dutch and prompted their alliance with Sweden and England which forced peace on Louis at Aix in 1668. The pattern for France and Europe had been set. Some candidates may take the question and discuss whether Louis' foreign policies was aggressive or, in fact, defensive in nature. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### (b) How far did the Treaty of Utrecht (1713) prove that Louis XIV's foreign policy had been over-ambitious?

Focus: Assessment of the influence on ambition in Louis XIV's foreign policy.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Answers may include points such as: a key feature of Utrecht (encapsulating the aims of both sides in the war) was the permanent separation of the crowns of France and Spain – had been over-ambitious in his Spanish ambitions? In other respects, Utrecht allowed France to keep all its border gains of previous years. Louis's ambition to rival and then replace Dutch and English sea power also failed. The French economy was never as focused on manufacture and overseas trade as these two states. Louis certainly had ambitions for personal and national glory, and Utrecht reflected this ambition. The fact remains, however, that Utrecht saw the ending not just of a long, bloody war, but the ending of a lengthy, war-torn era in which France and her enemies fought each other to a standstill. Europe might tolerate a strong France, but not one impelled by the level of ambition of Louis XIV. Some answers may validly question whether Louis' foreign policy had, in fact, been 'over-ambitious'. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on

the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### 23 The Development of Brandenburg-Prussia 1660–1713

#### (a) How far did Frederick William, the Great Elector, overcome the weaknesses inside Brandenburg-Prussia?

Focus: Assessment of the success of the rule of Frederick William.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Answers may include points such as: initial weaknesses were so serious and wide-ranging that almost any improvement would be praiseworthy. The state was widely scattered, under-populated, financially crippled, dominated by powerful nobles with their own forces, and lacking any effective centralised administration. Put in the context of the devastation of the Thirty Years' War, the view of Brandenburg-Prussia as 'the sandbox of Europe' is entirely apposite. From the outset, the Great Elector's policies recognised the need to curb and then control the Junkers, to develop a loyal army, a loyal bureaucracy and an effective financial basis for effective rule. He also sought to improve the economy and production. By the time of his death, many of these weaknesses had been tackled to some degree, but none had been totally overcome. Much still depended on the force of the ruler's personality; the Junkers could still cause trouble. He had however provided the foundations of a successful state and many answers may well see Frederick William as exceedingly successful. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

#### (b) How far had Brandenburg-Prussia become a major international power by 1713?

Focus: Assessment of international strength by 1713.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Answers may include points such as: in 1713, Brandenburg-Prussia stood at a cross roads with regard to its international position. Since the 1640's it had developed a growing and competent army battle-hardened by wars with and against France. Brandenburg-Prussia was thus well-regarded as an ally, but on the basis of supplying troops in return for subsidies. The unique fusion of army and state which set Prussia apart from its neighbours had begun by 1713. The state might well have continued in this vein for a long-time - Brandenburg-Prussia was never regarded as an equal ally in this period, but there was a chance that it could take a different path. In return for military support, Emperor Leopold granted enhanced status, grudgingly, to Frederick I (recognizing him as King in Prussia, not of Prussia). This served both as a reminder of Brandenburg's still minor status but also as an incentive to future rulers to drive towards full international parity. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope,

more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

#### **24 Social issues in the Second Half of the Seventeenth Century**

**(a) To what extent was religious toleration the main reason for Dutch economic progress in the second half of the seventeenth century?**

Focus: Evaluation of the factors explaining economic progress.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Answers may include points such as: the Dutch prized economic progress above both religious and political bigotry. This in turn led to a society which was not tied to the old social imperatives of landed hierarchies (which, for example, so hamstrung French economic progress out of a potential wealth-base far in excess of that of Holland). Religious intolerance in France brought a large number of skilled workers and professionals to Holland, particularly Amsterdam, during this period. That said, the Dutch economy was already highly developed – built on overseas trade and enlightened banking and investment strategies – well before the Revocation of the Edict of Nantes in 1685. Some candidates might validly question whether some of the seeds of decline in Dutch economic power took root during this period, eg. competition from England and France. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) How far did the social structure in France limit economic development in the second half of the seventeenth century?**

Focus: Evaluation of impact of social structure on economic progress in France.

The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question. Answers may include points such as: France had huge economic potential – the largest land mass in W. Europe, the largest population, long coastlines both Atlantic and Mediterranean. Yet this potential was never fulfilled during the 17<sup>th</sup> century – long wars and excessive taxation combined with a rigid social hierarchy which actively discouraged ‘rising from below’. At the ‘top-end’, the French nobility and professional classes were obsessed by advancement via land and office acquisitions. French government and society largely eschewed economic infrastructure in favour of an unproductive social structure. There were serious attempts to develop the economy, particularly under Colbert, but his very methods enshrined excessive control and in some areas produced a ratchet-effect of limitations. Colbert believed that government alone must regulate every aspect of economic activity because production and trade were relatively finite. This nurtured the belief that trade progress and supremacy could only be achieved by war, eg. with Holland. This recourse to war was in itself a hindrance to economic development. The main focus of his policy – the development of the economy of the towns and not the countryside - was a further limitation. Town guilds became over-protected and complacent; the peasants remained poor and resentful with no incentives to

produce a surplus. Many answers may argue that it is hardly surprising that French economic development never matched its potential, especially by comparison with Holland and England. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.





RECOGNISING ACHIEVEMENT

Mark Scheme 2586  
January 2005

## Europe 1789-1849

## Unit 2586

**1 The French Revolution 1789-1795**

**(a) To what extent do royal financial problems and more general economic problems explain the course of events in the spring and summer of 1789?**

Focus: Evaluation of factors that determined what happened.

**No set answer is looked for but candidates will need to address the question.**

Royal financial problems can be linked effectively, for example, to the calling of the Estates-General and more general economic problems to the popular unrest of July and August 1789. Other possible factors that might be considered include: the attitude and policy of the monarchy, the ideas for constitutional government (represented, for example, by the Society of Thirty), the attitudes and approach of members of the Three Estates. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) Assess the importance of the Jacobins in shaping the course of the Revolution in the period from 1789 to 1795?**

Focus: Evaluation of factors shaping the Revolution's course.

**No set answer is looked for but candidates will need to address the question.**

Candidates may seek to assess importance by comparing their role to that of other factors. It is possible to score up **to and including Band III** by an effective evaluation of the role of the Jacobins alone as long as the issue of importance is addressed. Candidates may focus on the period 1792-94 and the role of the Jacobins in the overthrow of the monarchy and the Terror. However, this needs to be balanced against the period before and (less important) after. Candidates may argue that it was only after the revolutionary events of 1789 that the Jacobin Club became significant as the divide between monarch and radicals widened. Indeed, it was only after the split in 1791 (in the aftermath to the Flight to Varennes) that their role became increasingly central. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**2 Napoleon and Europe 1799-1815**

**(a) 'The benefits Napoleonic rule brought outweighed the disadvantages.' How far do you agree with this judgement of Napoleon's government of France during the Consulate (1799-1804)?**

Focus: Evaluation of the Consulate.

**No set answer is looked for but candidates will need to address the question.**

Much will depend here on how candidates interpret 'benefits' and 'disadvantages'.



Many may refer to some of the following in relation to 'benefits': internal peace and stability, economic and financial reform, legal reform, religious settlement and educational reform. Negative aspects might include issues such as: authoritarian government, police, restrictions on freedom, censorship and propaganda. Responses may argue either way. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) To what extent can Napoleon's downfall be explained by the impact of the Continental System?**

Focus: Assessment of reasons for Napoleon's fall.

**No set answer is looked for but candidates will need to address the question.**

Treatment of the Continental System should be focused on its relation to Napoleon's downfall and candidates may argue that the decision to implement it was itself a long term cause of Napoleon's fall. They may point to its links with the disastrous decisions to invade the Iberian peninsula and Russia and to the rise of opposition within central Europe as well as the determined opposition of Britain against whom the blockade was directed. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**3 France 1814-1848**

**(a) Assess the reasons for opposition to the rule of Charles X.**

Focus: Evaluation of reasons for opposition.

**No set answer is looked for but candidates will need to address the question.**

Many may assess the significance/importance of reasons and/or examining the links between them and consider how they interacted. Reasons that candidates may explore include: restrictions on liberty (eg. press freedom), religious policies, policies relating to nobility, the apparent attempts to return to the *ancien régime*, failure to follow the charter of 1814, the revolutionary heritage, republicanism, events of 1829-30. Responses need not cover all reasons. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack

balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) 'There were few changes of any significance.' How far do you agree with this judgement on the French economy and society in the period from 1814 to 1848?**

Focus: Assessment of developments.

**The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question.** Examiners can be liberal in relation to the balance of treatment in answers between economy and society. Possible changes that candidates may examine include: urbanisation, industrialisation, railways and communications, urban workers and rural peasantry, growth of the middle classes. Candidates who examine the relative degree of change and development over the period in different areas are to be rewarded. Candidates may, for example, point to the rapid growth of some towns, but the relatively limited developments in industrialisation and railways; alternatively they might refer to the gathering pace of change in the 1840s compared to the 1820s. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

#### **4 Revolution and Repression in Europe 1815-1849**

**(a) How successfully did Metternich contain revolutionary forces in the period from 1815 to 1848?**

Focus: Evaluation of Metternich's policy.

**No set answer is looked for but candidates will need to address the question.** The key to an effective answer here is the degree to which candidates use their knowledge to assess 'How successful ...' Possible criteria may include: reference to degree of revolutionary activity, growth of revolutionary activity, geographical range of such activity. We can expect examination of Metternich's policies, including elements such as: physical repression, the Carlsbad Decrees, the Six Acts, divide and rule, censorship. Candidates may argue that until the mid-1830s he was largely successful, but his ability to contain revolutionary forces began to slip in the 1840s, culminating in the revolutions of 1848. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) Assess the strengths and weaknesses of liberal and nationalist movements in the German Confederation in the period from 1815 to 1849.**

Focus: Evaluation of popular movements.

**No set answer is looked for but candidates will need to address the question.**

Candidates may treat 'liberal and nationalist movements' as the same or may they may drawn distinction between them. Whilst candidates adopting the latter approach may produce more subtle and sophisticated responses (and can be rewarded for this), what will be key in determining the band is the degree of assessment of strengths and weaknesses. Some candidates may emphasise strengths and others weaknesses, but there will **need to be treatment of both for Bands I & II**. Candidates may examine areas such as: degree of support, growth of support, clarity and nature of aims (and/or disunity of purpose), organisation, evidence of activity, methods, opposition and repression. Candidates may refer to specific events to examine strengths and weaknesses, from Wartburg to the 1848 Revolutions. Reward material related to the German Confederation only. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**Europe 1825-1890**

**5 Italy 1830-1870**

**(a) How important was Mazzini in the development of the *Risorgimento*?**

Focus: Evaluation of the role of Mazzini.

**No set answer is looked for but candidates will need to address the question.**

The focus of the question is Mazzini and it is perfectly possible for candidates to **access top Band I** by such a focus, as long as the assessment of importance is central. However, candidates may also use other factors to balance against Mazzini in order to assess his importance. Better candidates will notice that the question is about the development of Italian nationalism, not simply the story of Italian unification. Some may argue that he was the soul of Italian nationalism, that although his concrete achievements in the story of Italian unification were limited, his contributions as an inspiration to others and as one who pushed the Italian question up the political agenda were invaluable. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) How united was Italy in the period 1861-70?**

Focus: Assessment of the degree of unity.

**No set answer is looked for but candidates will need to address the question.**

The key to a successful answer lies in how far candidates address 'How united?'

Candidates may refer to issues such as: the creation of the Kingdom of Italy, the acquisition of Venetia and of Rome during this period as evidence of political unity. Answers may also refer to other issues such as Piedmontisation, the North-South divide, the difficulties of establishing control in the south, economic division, lack of linguistic unity, papal opposition. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### 6 Germany c.1862-1890

**(a) Assess the importance of 'coal and iron' in bringing about German unification by 1871.**

Focus: Assessment of the causes of German unification.

**No set answer is looked for but candidates will need to address the question.**

The focus here is on the role of economic factors. However, answers need to balance this factor against others (eg. war, diplomacy, the role of Bismarck). Answers may refer to issues such as: the role of the Zollverein in creating a kind of economic unity which some nationalists saw as the precursor to political union. Candidates may refer to Prussian economic development relative to Austria, especially the industrial advance of the 1850s. Some may argue that economic developments laid the foundations for unification under Prussia and provided the means (wealth, weapons etc.) for Prussia to use 'iron and blood' to unify Germany. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) How successful was Bismarck in dealing with opposition within Germany in the period from 1871 to 1890?**

Focus: Assessment of the handling of opponents.

**No set answer is looked for but candidates will need to address the question.**

Candidates will need to identify 'opposition' (eg. Catholics, socialists, national minorities, possibly liberals after Bismarck ditched them at the end of the 1870s). Many may focus on Catholics and socialists and here much will depend on the quality of the assessment in relation to 'How successful ...' Candidates may argue that Bismarck's pursuit of the *Reichsfiende* backfired, tending to increase support for the Catholic Centre and Socialist parties. With regard to national minorities, some may assess Germanisation policies. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that,

but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### 7 France 1848-1875

#### (a) Assess the reasons why the Second Republic (1848-52) was so short-lived.

Focus: Assessment of reasons for the Republic's collapse.

**No set answer is looked for but candidates will need to address the question.**

This question deals with a relatively short period of time and the identification of reasons may be set in a chronological framework analysing developments from the overthrow of Louis Philippe in 1848. This is legitimate, as long as there is relevant assessment of the developments in relation to the question. Answers may refer to issues such as: the tension between radical and moderate republicanism, the June Days, the rise of Bonapartism and Louis Napoleon's election as president, his 'alliance with conservative forces and their success in the 1849 elections, Napoleon's coup of December 1851. Some may also analyse the nature and extent of support for Napoleon and Bonapartist organisation. Responses need not cover all reasons. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

#### (b) How successful were Napoleon III's economic and social policies?

Focus: Assessment of economic and social policies.

**No set answer is looked for but candidates will need to address the question.**

Much will depend on how candidates choose to assess 'success' (eg. via aims, results, context, change over time). Some may argue that whilst there was prosperity during 1852-70, this was due more to/as much to world economic conditions than/as to Napoleon's policies. Some may discuss issues such as: the Paris Exhibitions, encouragement of private enterprise, new financial institutions, improvements in communications, public works, encouragement of agriculture, free trade. On social matters, answers may consider issues such as: Saint-Simonianism, improvements in Paris, compulsory elementary education. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**8 Russia 1825-1881**

**(a) To what extent was the growth of opposition the main problem facing the Tsars in the period from 1825 to 1881?**

Focus: Assessment of problems facing Russian rulers.

**The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question.** Answers may refer to issues such as: Westernisers, agrarian socialism, Pan-Slavism, Nihilism, Populism, Polish nationalism. Candidates may balance their assessment of this growth of opposition against other problems, such as: problems relating to serfdom, government, education, the maintenance of autocracy, economic problems. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) Who was the more successful Tsar: Nicholas I or Alexander II? Explain your answer.**

Focus: Comparative assessment of the effectiveness of two rulers.

**No set answer is looked for but candidates will need to address the question.** Examiners are not to expect comprehensive assessment here. Much will depend on how candidates decide to assess 'success' and in relation to which areas. Candidates may look at different themes/areas and compare success in these, eg. dealing with opposition; maintenance of autocracy; repression; foreign policy; social, economic, political reforms. Candidates are to be rewarded for the quality of comparison. Where answers deal with one tsar almost to the exclusion of the other, marks may be awarded **to the top of Band IV**. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**America 1846-1919****9 The American Civil War 1861-1865**

**(a) To what extent did the military strategies and tactics of the armies of North and South change during the course of the Civil War?**

Focus: Assessment of military change.

**No set answer is looked for but candidates will need to address the question.** There is much candidates may choose to discuss, eg: initial hopes of quick victory; the Anaconda strategy; check the Union and win British and French support; use of rivers; strategy and tactics of Lee, Grant and Sherman. Some answers may explain Lee's offensive warfare and brilliant battle tactics and Grant's war of attrition. Some answers may discuss of issues such as: the impact of rifled cannon and repeating

rifles, ironclad ships, use of observation balloons and entrenched positions. Candidates may argue that whilst there were developments in grand and campaign strategy (especially in the North), there was little development in battlefield tactics, despite the use of destructive firepower. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) Assess the impact of the Civil War on the civilian populations of the Union and the Confederacy in the period from 1861 to 1865.**

Focus: Evaluation of the impact of war on non-combatants.

**No set answer is looked for but candidates will need to address the question.**

Candidates may discuss some of the following: the impact of recruitment of armed forces (volunteers/conscription, opposition), of casualties, on Blacks; the direct effects of war in war zones (eg. Sherman's March through Georgia); the impact on women; the impact of tax and inflation (South especially), on civil liberties, and public morale/attitudes. There should be treatment of both North and South to score well, but it does not have to be 50:50 (an imbalance up to 60:40 either way will not affect the Band awarded). Comparative comment is not specifically required, but is to be rewarded. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**10 Politics and Reform 1877-1919**

**(a) Assess the impact of Populism on American politics in the 1880s and 1890s.**

Focus: Evaluation of the Populist impact on domestic politics.

**No set answer is looked for but candidates will need to address the question.**

Candidates will need to show an understanding of the nature of Populism, its ideas and appeal. Candidates may argue that, at a local level, Populist politics had a direct impact in that sympathetic governors and legislatures were elected in a number of southern states by 1890. Some may argue, however, that Populism had limited impact on national politics – the Populist candidate in the 1892 Presidential Election, where their candidate standing on the Omaha Platform, failed to win votes in the East or many in the Mid-West and South. However, some may argue that the ideas and policies promoted by Populism did affect the two main parties and that in the 1896 election the Democrat candidate (Bryan), although unsuccessful, came close to defeating McKinley on a programme including many Populist ideas. Some may refer to the influence of Populist ideas on progressivism. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the

core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) How successful was Theodore Roosevelt as president?**

Focus: Assessment of the effectiveness of a presidency.

**No set answer is looked for but candidates will need to address the question.**

‘Success’ can be assessed in a number of ways (eg. in relation to aims, results, problems and context). Candidates may choose to focus on Roosevelt’s progressive credentials and examine how far he implemented progressive policies and assess his ‘square deal’. Some may choose to focus on domestic policies, rather than foreign – such answers, depending on quality, can access the full range of marks. However, those who also assess foreign policy are to be rewarded. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**11 Western Expansion 1846-1900**

**(a) How successful was Federal government policy towards Native Americans from 1846 to 1887?**

Focus: Assessment of the effectiveness of government policy.

**No set answer is looked for but candidates will need to address the question.**

Many candidates might argue that Federal policy was largely reactive as problems arose with the ever widening settlement of the West. They may argue that attempts at peaceful solutions – such as the agreement at Fort Laramie in 1851 – proved ineffective as Westward expansion produced new conflicts and ‘wars’. Candidates may consider government reservation policy developed in the 1860s and the attempts at assimilation. They may also consider the Dawes Act of 1887. Whilst some may argue that policy was largely unsuccessful, others may suggest that the Federal government was having to deal with the problems created by the pressures of Westward expansion and Indian reaction and that any success needs to be assessed in that context. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.



**(b) Assess the impact of changes in transport and communications on the development of the West.**

Focus: Evaluation of the impact of changes.

**No set answer is looked for but candidates will need to address the question.**

Candidates may refer to issues such as: developments in trails, stagecoach routes, telegraph, steamboats and railways. Candidates may argue that there was a kind of 'push-me-pull-you' interaction between the development of communications and the opening up and development of the West, pointing to the influence, for example, of the cattle and/or the mining frontiers in making development of communications necessary and economic. Once constructed, these communications facilitated further development. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**12 Race Relations in the South 1863-1912**

**(a) 'In reality, little changed for Blacks, despite Reconstruction.' How far do you agree with this judgement on the position of Blacks in the period from 1863 to 1877?**

Focus: Evaluation of the degree of change.

**The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question.** The key to a good answer lies in an analysis of the legal changes and the reality for Blacks in the Reconstruction period. Many may argue that, despite legislation, Reconstruction in reality represented a false dawn. Candidates may refer to issues such as: emancipation, the 13<sup>th</sup> Amendment 1865, the 14<sup>th</sup> Amendment 1868, the 15<sup>th</sup> Amendment 1870, the Civil Rights Acts of 1866 and/or 1875; the Freedmen's Bureau, developments in education, political representation; Black Codes, the Ku Klux Klan, other legislation such as the Enforcement Acts; poverty, migration. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) Assess the reasons for the erosion of Black civil and voting rights in the period from 1877 to 1912.**

Focus: Assessment of reasons for weakening position.

**No set answer is looked for but candidates will need to address the question.**

Candidates may refer issues such as: the end of Reconstruction; the development white Democrat legislatures in the South; the lack of northern interest in race issues; the impact of key judicial decisions, such as the 1883 Supreme Court decision on the

Civil Rights Act of 1875, the Plessy v Ferguson Supreme Court decision 1896; the passing of 'Jim Crow' laws and development of segregation and restricted franchise; Black acceptance of white supremacy (eg. Booker T. Washington). Responses need not cover all reasons. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### Europe 1890-1945

#### 13 Russia 1894-1917

**(a) How successful was Tsar Nicholas II in dealing with opposition in the period from 1894 to 1914?**

Focus: Assessment of the handling of opponents.

**No set answer is looked for but candidates will need to address the question.**

There may be reference to different elements of opposition: eg. the Social Democratic Party [Mensheviks/Bolsheviks], the Social Revolutionary Party, the Union of Liberation Party, the Kadets. Many answers are likely to refer to the 1905 Revolution. Many may make reference to some tsarist government policies, eg. police powers, censorship, restrictions on freedom, Russification, repression, the October Manifesto, the fundamental laws, Stolypin, military courts, propaganda, concessions to peasantry. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) To what extent was the impact of the First World War the main reason for the February Revolution of 1917?**

Focus: Assessment of reasons for revolution.

**The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question.** Candidates may point to issues such as: the impact of losses and defeat combined with the breakdown of the economy, growing unrest, the personal involvement of the Tsar, the impact of the Tsarina, the impact of Rasputin. Some may put such elements in the context of, for example, longer term social problems, weakness of the economy, the narrow base of the political support for the Tsarist regime. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive

knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

#### 14 The Causes and Impact of the First World War c.1890-1920

**(a) To what extent was Germany guilty of causing the First World War?**

Focus: Evaluation of Germany's responsibility.

**No set answer is looked for but candidates will need to address the question.**

Candidates may refer issues such as: *weltpolitik*, German militarism, German nationalism, the personal role of the Kaiser, military plans, the Fischer thesis. Many may make reference to specific elements of German foreign policy. Such material may be balanced against, for example, issues such as: the role of the alliance system, arms races, Balkan instability, domestic problems, imperial rivalry. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) 'The most important consequence was the change in the position of women.' How far do you agree with this verdict on the impact of the First World War in Britain during the period 1914-1920?**

Focus: Assessment of immediate domestic consequences.

**The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question.**

Answers may refer to issues such as: women's war work, growth of respect, emancipation (and the immediate aftermath in the world of work on the return home of the men); the physical impact of war – eg. casualties, economic dislocation, some minor direct war damage; expansion of union membership; increased state intervention – eg. central planning, controls over manpower and resources, rationing (and immediate aftermath of war); changes in government. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

#### 15 Italy 1919-1945

**(a) 'Too few politicians were willing to oppose Mussolini.' How far do you agree that this was the main reason for Mussolini's consolidation of power from 1922 to 1928?**

Focus: Assessment of reasons for consolidation of power.

**The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question.** Answers may start with the view that Mussolini was appointed Prime Minister as a result of the connivance of politicians and the monarchy, and their misconception that Mussolini could be tamed. There may be reference to issues such as: initial lack of fascists in parliament and cabinet, the lack of will shown by politicians in the face of a perceived socialist threat, divisions amongst opponents which helped facilitate the post-Acerbo election victory, the Aventine Secession, the abolition of other parties in 1925. Candidates may refer to issues such as: Mussolini's personal popularity, Fascist violence, propaganda, the role of the monarchy, the role of the catholic church. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) Assess the reasons for Mussolini's changing relations with Hitler's Germany.**

Focus: Assessment of reasons for policy changes.

**No set answer is looked for but candidates will need to address the question.** Many candidates may point to the international response to the invasion of Abyssinia as the key turning point in Mussolini's relationship with Germany. They may argue that before then, Mussolini's view was allied to that of Britain and France and informed by fears of German expansion into Austria raised by the assassination of Dollfuss. Candidates may refer to the Stresa Front. Candidates may argue that British and French opposition to the invasions of Abyssinia and German friendship led to re-alignment when Mussolini still regarded Hitler as someone who could be controlled. Candidates may consider points such as: the Rome-Berlin Axis, Pact of Steel, issues surrounding Italian entry into the Second World War 1939-40. Some may discuss the consequences of the war for their relations and look at 1943-45. Responses need not cover all reasons. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

### **16 Germany 1919-1945**

**(a) Assess the reasons why the Nazi Party achieved so little support in the 1920s.**

Focus: Assessment of reasons for lack of success.

**No set answer is looked for but candidates will need to address the question.** Answers may refer to issues such as: the Nazis were a small, regionally based party until late 1920s; Nazi extremism and violence put off many; lack of national exposure until Hitler's trial; flawed methods/strategy – Munich Putsch; better

organisation/development post-1925, but economic prosperity and political stability limited effectiveness; some signs of future success in 1928 elections. Responses need not cover all reasons. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) 'The Weimar Republic failed because it lacked the support of the German people.' How far do you agree with this explanation for the collapse of the Weimar Republic?**

Focus: Assessment of reasons for Weimar's collapse.

**The question may be agreed with or rejected – no set answer is looked for but candidates will need to address the question.** Many may argue that, although lacking popular support, the Republic did survive until 1933 and other reasons also help to explain its demise. Some may challenge the statement and argue that there was clear support during the 'Golden Years'. Some may refer to evidence of lack of popular support (such as the evidence of attempted revolutions and coups), support for non-democratic parties, association with defeat and humiliation. Some answers may refer to other issues, such as: constitutional problems, proliferation of political parties, economic crises, lack of statesmen, the appeal of alternatives (communism, nationalism, Nazism). Answers need to address the collapse of the Weimar Republic during the years 1929-33 **to access Bands III, II or I**. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

## Europe and the World 1919-1989

### 17 International Relations 1919-1941

**(a) To what extent was the Treaty of Versailles (1919) unfair?**

Focus: Assessment of the treaty.

**No set answer is looked for but candidates will need to address the question.** Candidates may consider political, military, economic, social factors in assessing fairness. Short and longer-term perspectives can be identified and explained to aid in evaluation (eg. the economic strength of Weimar Germany in the 'Golden Years' of the 1920s). Some may use the views of the victor powers to help assess fairness – Clemenceau considered it too soft, President Wilson thought it too tough, as did Lloyd George who wanted some revisions. Some may consider the infamous 'war guilt' clause. Some answers might consider the issue relatively by looking at 'fairness' of other treaties, eg. the settlement Germany imposed on Russia at Brest-Litovsk in 1918, the Allied treatment of Austria-Hungary in 1919-20 (that is fine, but

goes beyond the specification so cannot be expected). Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) To what extent did the foreign policies of Italy and Japan contribute to the outbreak of the Second World War?**

Focus: Evaluation of the impact of the foreign policies of two states.

**No set answer is looked for but candidates will need to address the question.** A wide-ranging approach could be applied. Appreciation of when a world as opposed to European war could provide a good discriminator. Candidates could base their answers around the problems which the League faced in the 1930s as a result of the foreign policies of these countries, particularly the Manchurian and Abyssinian crises. Japanese expansionism to Pearl Harbor could be discussed. Clear evaluation of the causation of these challenges will need to be provided in relation to the development of the wider causes of World War II. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**18 The USSR 1924-1953**

**(a) Assess the reasons why Stalin was able to dominate Russia within five years of the death of Lenin in 1924?**

Focus: Evaluation of reasons for the establishment of a dictatorship.

**No set answer is looked for but candidates will need to address the question.** The main emphasis in answers may be on the power struggle after Lenin's death. Stalin's emergence could be traced to his roots in the Communist party and skilful playing of his hand after 1924. The lack of credible alternatives to Stalin by 1928 could be considered. Effective application of perspectives of his initial acquisition of power and the continuation of his position could contribute much to an effective answer. Responses need not cover all reasons. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) How successfully did Stalin strengthen the USSR's international position from 1945 to 1953?**

Focus: Evaluation of success.

**No set answer is looked for but candidates will need to address the question.**

Many candidates may develop their answers around the central issue of Stalin's exploitation of the post war settlement. Awareness of the advantages of the Red Army's occupation of Eastern Europe and the relatively weak position of the Western Allies in Europe may be shown. In considering the strengthening of the USSR's position from 1945 to 1953, answers discuss issues such as: Russia's dominance over many countries, the importance of the Berlin blockade, the USSR's development of the atom bomb. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**19 The Cold War in Europe 1945-1989**

**(a) To what extent did the Yalta and Potsdam conferences (1945) contribute to the development of the Cold War in the 1940s?**

Focus: Evaluation of reasons for the developing Cold War.

**No set answer is looked for but candidates will need to address the question.**

Many candidates may weigh up the importance of decisions made at these two conferences, picking up on the emergence of differences between the main powers and the developing situation in Europe and Asia. Answers might point out the discrepancy between apparent harmony and the deep seated mistrust which again became evident. Discussion may also consider issues such as: disagreement over territory, ideology, nuclear weapons. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) How important were the policies of Gorbachev in bringing an end to the Cold War in Europe?**

Focus: Evaluation of reasons for the end of the Cold War.

**No set answer is looked for but candidates will need to address the question.**

Many candidates may evaluate Gorbachev's initiatives in various areas: economic, political, diplomatic. Answers may consider the wider context of the arms race and the major problems faced by the USSR in meeting these challenges needs. Candidates may refer to (and some may offer a critique of) the policies of *glasnost* and *perestroika*. Answers may assess importance by assessing Gorbachev's policies in relation to other factors, eg. economic difficulties, Western pressure, problems in

the satellite Eastern European states. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

## **20 The Cold War in Asia and the Americas 1949-1975**

**(a) Assess the reasons why there was so much rivalry between the USA and the USSR in Asia and the Americas in the 1950s.**

Focus: Evaluation of reasons for rivalry.

**No set answer is looked for but candidates will need to address the question.**

Some answers may consider perceptions in both super-powers. Candidates may discuss issues such as: Dulles's policies of brinkmanship, the development of the nuclear arms race, links between the military and business interests, public opinion, the role of the media. Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.

**(b) Assess the reasons why the USA decided to withdraw from the Vietnam War.**

Focus: Assessment of reasons for withdrawal.

**No set answer is looked for but candidates will need to address the question.**

Answers may focus on the wider problems of military and political failures. Issues that candidates may consider include: the lack of US military success and the impact of the Tet Offensive (1968) on US thinking, growing opposition within the US and across the Western world, the impact of My Lai, growing disillusionment among senior US politicians, the determination of Nixon to end the war, Vietnamisation. Some may take a wider perspective, looking at the decline of the Cold War elsewhere (eg. Nixon's rapprochement with China and its impact on the USSR). Answers in **Band I and II** will clearly evaluate a range of factors, offering a more or less balanced discussion of the core issue raised by the question. Answers in **Bands III and below** will be less focused, less evaluative, narrower in scope, more descriptive. **Band I** answers will focus clearly on the demands of the question and be well organised. **Band II** answers will do most of that, but the quality of the analysis will be less effective, perhaps being more uneven in their treatment. **Band III** answers will offer good descriptive knowledge of the topic rather than explanation and assessment, but will nonetheless produce an argument and there will be some evaluative comment. Answers may lack balance. Answers in **Bands IV and V** will be very descriptive and may well have a restricted range. Answers in **Bands VI and VII** will not answer the question.





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RECOGNISING ACHIEVEMENT

Mark Scheme 2587  
January 2005

## Historical Investigations

## Unit 2587

## Charlemagne

**1 (i) Compare the views expressed in Passages C and D about the reasons why Charlemagne's empire ceased to expand after 800. [15]**

Candidates should bring out both similarities and differences in views expressed in the Passages. In Passage C, Reuter cites evidence to support the view that argues that there was a deliberate decision to end the expansion of the empire in the later reign of Charlemagne. In Passage D, France argues it was not a decision but a situation forced upon Charlemagne by circumstances and argues the limitations of the triumph over the Avars demonstrate that this was becoming evident in the 790s. **Band I** answers will focus on the similarities and differences in the interpretations offered in the two Passages in a sustained, coherent comparison. **Band II** answers will do most of this, but in a less developed way. There may be some unevenness. The answer may be less coherent. The comparison in **Band III** answers will be evident and have a sense of structure, but there may be more description or extraneous knowledge used irrelevantly. Answers in **Band IV** will be relevant but may show a limited understanding of the comparison, miss some points and will tend to be sequential. There will be little structure. **Band V** answers will make a basic comparison and show a basic understanding of both Passages, but major items will be missing. **Band VI** answers will, at best, be poor paraphrases. **Band VII** answers will be incoherent and may be fragmentary.

**(ii) Using these four Passages and your own knowledge, assess the view that the range and number of his enemies was the main problem which Charlemagne encountered in expanding his empire. [30]**

What matters is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages. The Passages discuss some of the problems that Charlemagne faced in his conquest of Saxony. The *Royal Frankish Annals* reveal some of the problems of fighting in strange and inhospitable lands where the locals knew more than the attackers, and shows how Charlemagne's wars were interconnected: defeat in one place had repercussions in another. It also reports difficulties with Muslims and Basques. Passage B nicely outlines some of the problems of subduing Saxony, but does not mention roads, weather and distances. He does, on the other hand, stress the imperative to conquer such people. In Passage D, a number of other enemies are noted and the naval problem mentioned. Both France and Reuter argue that conquest was ultimately limited. None of the Passages mentions one major issue that own knowledge can add to the assessment – that Charlemagne had to raise troops and this posed grave problems.

**Answers in Bands I & II will address the key issue in the question. Answers in Band I will be reasonably balanced between evaluation of the various views in the Passages and use of own knowledge. Answers in Band II will also use both but there may be some imbalance and less careful evaluation. Answers in Band III will be mostly secure and represent a substantial attempt to answer the question, but may mix valid comments with description. Imbalance between use of Passages and own knowledge may be more significant. (Answers which use the Passages but no own knowledge have a ceiling of Band II. Answers which use own knowledge but none of the Passages have a ceiling of Band III). Band IV answers will provide a basic argument, but will miss a lot of the possible areas of discussion and may focus largely on the Passages or own knowledge with little evaluation. Band V answers will show some elements of an answer, but responses will be poorly directed to the question and lack**

**coherent structure.** Band VI answers will, at best, be poor paraphrases. Band VII answers will be incoherent and may be fragmentary.

2 Discuss the reasons why Charlemagne was interested in stimulating culture and learning during his reign. [45]

Focus: Assessment of Charlemagne motivation in developing culture.

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. Candidates may oppose older views that Charlemagne's interest was personal with more current ideas that it was an essential element in his state-building; some answers might recognise that these are not incompatible. They may show good knowledge of Charlemagne's interest in cultural matters and need to stress how remarkable it was that a king, faced with many wars and grave internal problems, should have spent effort in this direction. They can point to evidence that Charlemagne was personally interested – he did attempt to learn to read and write. On the other hand, there was a clear effort, evident in royal statements, to diffuse reading and writing, and this concern must be connected with Charlemagne's piety and concern for the Church which was a major prop of his government. Spreading learning would purify the Church and educate laity and clerics alike, matters which would be advantageous to the administration of the Empire. So historians have argued that there was a utilitarian and practical interest in reforming culture and this was closely aligned to improving the Church. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

3. To what extent was Charlemagne the dominant partner in his relations with the papacy in the years before 800? [45]

Focus: Evaluation of Charlemagne's relationship with the papacy.

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. Historians have argued as to whether Charlemagne was subordinate to the pope or whether he dominated the pope. Some answers may set a background context of underlying papal-Frankish relations with a long association between the Franks and the papacy going back to the sixth century (candidates may know that the pope agreed in 751 to the elevation of the Carolingian Pepin III to kingship amongst the Franks, but that falls outside the specification so such background understanding is not required). The alliance with the Church was vital to the well-being of Carolingian government and difficulties with the papacy could make for severe internal problems. Charlemagne may have been personally pious, but it was perhaps more important that his regime rested on a conscious and much-paraded piety and concern for the Christian life. Moreover, the pope had presented Charlemagne with the opportunity to intervene in

Italy, an opportunity which, after some hesitation, he took. Once ruling in Italy, he had to deal with the pope as an Italian ruler and take into account the *Donation of Constantine*. Moreover, Rome was politically unstable and so needed watching, and as Patrician he had a right to intervene there and a need to support his ally, the pope. His claims as ruler of the Lombards gave Charlemagne a strong interest in intervention in South Italy, especially Benevento where he needed to regulate his interests with those of the pope. In relations with Byzantium, with whom his interests could clash, the papacy was a vital support. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

#### 4 King John

**(i) Compare the views expressed in Passages B and C about the reasons for the tensions which arose between John and his barons in the years 1202-14.**

[15]

Candidates should bring out both similarities and differences in views expressed in the Passages. Painter in Passage B stresses the impact of a single quality in King John, his cruelty, and of two connected incidents: the death of Arthur and the fate of the de Braose family. He regards the Braose affair 'as the greatest mistake John made during his reign,' a very far-reaching statement. In Passage C Holt suggests that John's problem was military failure which, in contemporary estimation, was no way excused by the difficulties under which John laboured. **Band I** answers will focus on the similarities and differences in the interpretations offered in the two Passages in a sustained, coherent comparison. **Band II** answers will do most of this, but in a less developed way. There may be some unevenness. The answer may be less coherent. The comparison in **Band III** answers will be evident and have a sense of structure, but there may be more description or extraneous knowledge used irrelevantly. Answers in **Band IV** will be relevant but may show a limited understanding of the comparison, miss some points and will tend to be sequential. There will be little structure. **Band V** answers will make a basic comparison and show a basic understanding of both Passages, but major items will be missing. **Band VI** answers will, at best, be poor paraphrases. **Band VII** answers will be incoherent and may be fragmentary.

**(ii) Using these four Passages and your own knowledge, assess the view that John's untrustworthiness was the primary factor in undermining relations between him and his barons by 1215. [30]**

What matters is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages. In Passage A from *Magna Carta* it is evident that John had accepted severe limitations on his power and contextual knowledge should indicate to candidates how severe that was by comparison with John's former behaviour. The provisions of Clause 60 clearly point to distrust between the king and his barons because they elaborate a machinery to rectify anticipated future misdeeds by John. Candidates may also, in this context, mention John's efforts to seek absolution from Innocent to reinforce a view of his reluctance. Earlier historians, like Painter in Passage B, thought this distrust was primarily connected with John's untrustworthy character. Holt in Passage C does not altogether abandon this view but points out another personal weakness, John's limited ability as a soldier, and hints at other difficulties: the strength of Philip Augustus and his own financial problems. Barrat in Passage D argues the root of the problem was circumstance, that John faced tremendous problems which could only be solved by extorting money from his English subjects, a course of action which caused political problems and ultimately *Magna Carta*.

**Answers in Bands I & II will address the key issue in the question. Answers in Band I will be reasonably balanced between evaluation of the various views in the Passages and use of own knowledge. Answers in Band II will also use both but there may be some imbalance and less careful evaluation. Answers in Band III will be mostly secure and represent a substantial attempt to answer the question, but may mix valid comments with description. Imbalance between use of Passages and own knowledge may be more significant. (Answers which use the Passages but no own knowledge have a ceiling of Band II. Answers which use own knowledge but none of the Passages have a ceiling of Band III). Band IV answers will provide a basic argument, but will miss a lot of the possible areas of discussion and may focus largely on the Passages or own knowledge with little evaluation. Band V answers will show some elements of an answer, but responses will be poorly directed to the question and lack coherent structure. Band VI answers will, at best, be poor paraphrases. Band VII answers will be incoherent and may be fragmentary.**

5 How far was King John to blame for the outbreak of war with Philip Augustus in 1202? [45]

Focus: Evaluation of reasons for the outbreak of war.

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. Among other issues, candidates may refer to some of the following. John has often been blamed for mishandling the marriage question and, thereby, provoking Philip into war. However, historians have suggested that the marriage was much more than a matter of John's sexual preferences, while there were other and substantial factors bearing on the relations between the two kings. Answers may make the context of John's early reign clear, in particular the relationship with Philip Augustus established by the Treaty of Le Goulet. Some candidates may look at John's actions, especially in the matter of the Lusignan marriage, in the context of his complex position in southern French politics. Consideration needs also to be given to the attitudes and actions of Philip Augustus as well. Both kings took action, or failed to take action, in the light of their resources, ambitions and difficulties. More recent historians have been inclined to stress John's problems. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.**

**Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

6. To what extent did becoming a vassal of Innocent III in 1213 mark a defeat for King John? [45]

Focus: Evaluation of the significance of John's submission.

What matters is not the conclusion reached to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. Among other issues, candidates may refer to some of the following: the quarrel over the Canterbury election, the interdict and excommunication, the ramifications of the international situation which led to John facing the threat of a crusade. In a negative sense, much stressed by older historians, submission was a disgrace for a king who had resisted Innocent's pretensions and in doing so enjoyed much support in England. On the other hand, given the situation as it had developed, many historians have argued that John showed great skill and profited enormously, particularly in support against rebellious barons. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.







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RECOGNISING ACHIEVEMENT

Mark Scheme 2588  
January 2005

## Historical Investigations

## Unit 2588

Philip II

1(i) Compare the views expressed in Passages B and C on the importance of religion in causing the Revolt of the Netherlands. [15]

Candidates should bring out both similarities and differences in views expressed in the Passages. Both comment on the importance of religion. Passage B sees the war as a religious crusade against forces of international Protestantism, a heresy poisoning men's minds. Passage C also refers to 'persecuting heresy' and Calvinists fleeing abroad. Both comment on political and social causes. Calvinism, a political and social force for disorder, in Passage B against Philip's aim to make the Netherlands part of Spain in Passage C. Possible comments on differences: the Passages disagree in emphasis on religion as a cause. B sees it as the key cause – a religious crusade, whereas Passage C sees national feeling versus Castilianisation as more significant – Spanish haughtiness and domination trampling privileges and interests of the provinces. The Passages also disagree on who undermined the existing order. Rebels are seen as subverting the established order in Passage B, Philip subverting established privileges and interests in Passage C. **Band I** answers will focus on the similarities and differences in the interpretations offered in the two Passages in a sustained, coherent comparison. **Band II** answers will do most of this, but in a less developed way. There may be some unevenness. The answer may be less coherent. The comparison in **Band III** answers will be evident and have a sense of structure, but there may be more description or extraneous knowledge used irrelevantly. Answers in **Band IV** will be relevant but may show a limited understanding of the comparison, miss some points and will tend to be sequential. There will be little structure. **Band V** answers will make a basic comparison and show a basic understanding of both Passages, but major items will be missing. **Band VI** answers will, at best, be poor paraphrases. **Band VII** answers will be incoherent and may be fragmentary.

**(ii) Using these four Passages and your own knowledge, assess how far Philip II was to blame for causing revolt in the Netherlands. [30]**

What matters is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages. The debate focuses on religious factors, economic factors, foreign interest, absolutism versus privilege and xenophobia. The majority view condemns Philip, but the rebels themselves should bear some responsibility, eg. the personal interest of William of Orange, while circumstances beyond the control of either side also came into play. Each Passage throws some light on Philip's part in causing the Revolt, and candidates should refer to them as a set to this effect. Passages A and B agree that the 'religious problem' was to blame. Both suggest he was reluctant to be involved, the revolt was forced on him, and could 'ruin his states' but he saw its suppression as a political and religious duty. It might be debated whether this was his freely chosen task as an uncompromising in character, or a result of his inherited duties. Passage D accepts that he realised the Netherlands needed peace. Passage B suggests fears of an international Calvinist crusade causing popular unrest justified Philip in sending a 'Catholic army'. Passage C disagrees with Passages A and B, blaming Philip's religious persecution policy for *causing* the religious problem, forcing Calvinists to flee and giving the revolt international support. A hints at this with 'as I desire'. Relevant areas of knowledge include foreign interests, Huguenot links, the Bishopricks plan, 1566 iconoclasm, demands for relaxation of heresy laws, Philip's 1566 comments to the Pope, Dutch propaganda and Catholic Reformation context. Politically, Passage B justifies him in enforcing obedience within his inherited lands. In Passages C and D he is blamed for Castilianisation, haughtiness, personal

indifference, and his low prioritisation of Netherlands problems. Passage D cites historians' views that the latter was a serious miscalculation, implying the revolt might have been avoided had he, as proposed in Passage A, personally gone to the Netherlands to deal with their grievances, caused by his 'unpopular policies'. Possible own knowledge deployed might include: Granvelle, the bishoprics plan, heresy laws, billeting, taxes, Margaret of Parma, Orange, the Confederate Beggars, Alva, but should not go beyond 1572.

**Answers in Bands I & II will address the key issue in the question. Answers in Band I will be reasonably balanced between evaluation of the various views in the Passages and use of own knowledge. Answers in Band II will also use both but there may be some imbalance and less careful evaluation. Answers in Band III will be mostly secure and represent a substantial attempt to answer the question, but may mix valid comments with description. Imbalance between use of Passages and own knowledge may be more significant. (Answers which use the Passages but no own knowledge have a ceiling of Band II. Answers which use own knowledge but none of the Passages have a ceiling of Band III). Band IV answers will provide a basic argument, but will miss a lot of the possible areas of discussion and may focus largely on the Passages or own knowledge with little evaluation. Band V answers will show some elements of an answer, but responses will be poorly directed to the question and lack coherent structure. Band VI answers will, at best, be poor paraphrases. Band VII answers will be incoherent and may be fragmentary.**

2 Assess how much control Philip II had over the provinces of mainland Spain.

[45]

Focus: Evaluation of Philip II's power within Spain.

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. The debate on Philip II's centralization policy concerns the extent of Philip's power. His 'absolutism' is generally accepted (ie. his power above the law in the interests of natural justice and state security), but views differ on the significance of local forces and his own personal weaknesses. He may be seen as trying to centralize, 'Castilianising' beyond Castile, though it could be argued that he did not intend this. There should be some range and depth of examples used in evaluating examples, which might include some of: administrative, judicial control, economic control, religious control of various kingdoms of mainland Spain (Castile, Aragon, Portugal). Possible own knowledge that might be deployed includes: Cortes; letrados, corregidores; fueros; grandee privileges and señorios; financial weakness; powers of Inquisition/local religion; Moriscos, Aragonese Revolts. Many answers may see Philip as theoretically very powerful, but less so in practice. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI**

answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

3 How far do you agree that the annexation of Portugal was the greatest triumph of Philip II's foreign policy? [45]

**Focus:** Evaluation of foreign policy.

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. The debate concerns Philip's foreign policy aims and strategy, essential to evaluation of success or failure. Was policy defensive or expansionist? Were conservation of his inheritance and his reputation more important? His religious 'mission', dynastic and economic aims may be considered as criteria for 'triumph', or merely consolidation of his lands. There should be a clear focus on what was achieved by the annexation of Portugal, balancing positive and negative effects. A comparative evaluation is required to assess 'greatest'. Other successes, such as the Peace of Câteau-Cambrésis, the conquest of the Philippines, the Battle of Lepanto might be set against failures in France and England. It is possible that retention of state Catholicism in France, might be considered *his* success, though debatable. The sending of the Armada might be considered a logistical triumph in its own right for Spanish kudos ('prestige' is the focus of 'triumph'). References to the Netherlands are relevant only if linked to Spanish foreign policy. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

### Elizabeth I

**4(i) Compare the views expressed in Passages B and C on the ways Puritans wanted to reform the Church of England. [15]**

Candidates should bring out both similarities and differences in views expressed in the Passages. Passage B asserts that most Puritans wanted to reform the Church from within, basing their ideas on scripture and reforming the doctrine of the Elizabethan settlement so that it reflected more closely the church of the gospels. Passage C, however, focuses on the changes that some Puritans wanted to make to the structure of the Church, abolishing the episcopacy and replacing it with a presbyterian system. Like Passage B, Passage C claims that the Puritans saw this as a step further in the reformation, with the 1559 settlement being a 'half-way house'. Passage C makes it clear that by reforming the structure of the Church, Puritans wanted to move completely away from the Catholic Church, while Passage

B implies this by referring to acceptance of 'the whole truth of the gospel'. A further difference lies in the way in which Passage C suggests that Puritans only came to demand changes in Church structure after their earlier campaigns had failed, a development that is not apparent in Passage B which does not refer to changes in Puritan aims. **Band I** answers will focus on the similarities and differences in the interpretations offered in the two Passages in a sustained, coherent comparison. **Band II** answers will do most of this, but in a less developed way. There may be some unevenness. The answer may be less coherent. The comparison in **Band III** answers will be evident and have a sense of structure, but there may be more description or extraneous knowledge used irrelevantly. Answers in **Band IV** will be relevant but may show a limited understanding of the comparison, miss some points and will tend to be sequential. There will be little structure. **Band V** answers will make a basic comparison and show a basic understanding of both Passages, but major items will be missing. **Band VI** answers will, at best, be poor paraphrases. **Band VII** answers will be incoherent and may be fragmentary.

**(ii) Using these four Passages and your own knowledge, assess the view that Puritans were a real threat to the Elizabethan Church. [30]**

What matters is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages. Passages A and D provide evidence of the ways in which the Church of England was defended during Elizabeth's reign. Passage A reveals a bishop arguing that unity was essential. Candidates may deduce from the text that, as a Marian exile, it is likely that Sandys was sympathetic to some Puritan ideals, and this may lead them to evaluate the Passage in this context. Passage D implies that the threat was serious since it refers to the need to justify the existing hierarchy. However, D also demonstrates the strength of resistance to Puritans - Whitgift's actions and Hooker's theological line, as well as the damage done to the Puritan cause by the extremism of tracts such as those of Martin Marprelate. Passage B suggests that the Puritans presented a less serious threat, in that most did not become separatists, while Passage C implies that Puritans became an increasingly serious threat in that when their more moderate demands (regarding the form of worship etc.) were blocked they made more far-reaching demands, challenging the role of both prelates and the queen. The conclusion reached may depend on whether candidates give more weight to arguments about contemporary perceptions of the Puritans, based on the actions taken by the authorities, or whether they place more weight on the ultimate failure of the Puritans to bring about changes to the Elizabethan religious settlement.

**Answers in Bands I & II will address the key issue in the question. Answers in Band I will be reasonably balanced between evaluation of the various views in the Passages and use of own knowledge. Answers in Band II will also use both but there may be some imbalance and less careful evaluation. Answers in Band III will be mostly secure and represent a substantial attempt to answer the question, but may mix valid comments with description. Imbalance between use of Passages and own knowledge may be more significant. (Answers which use the Passages but no own knowledge have a ceiling of Band II. Answers which use own knowledge but none of the Passages have a ceiling of Band III). Band IV answers will provide a basic argument, but will miss a lot of the possible areas of discussion and may focus largely on the Passages or own knowledge with little evaluation. Band V answers will show some elements of an answer, but responses will be poorly directed to the question and lack coherent structure. Band VI answers will, at best, be poor paraphrases. Band VII answers will be incoherent and may be fragmentary.**

5 How effectively was Elizabeth I able to manage faction? [45]

Focus: Evaluation of management of government.

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. Candidates are likely to consider Elizabeth's choice of Privy Councillors in 1558, and the crises of 1568-9 and the late 1590s/early 1600s. The traditional view was that Elizabeth began the reign by demonstrating her command by appointing Councillors who reflected a range of views, and remained a strong presence into her old age. This view has been revised, introducing criticism of Elizabeth. Candidates may well divide the reign into 30 years of illusion followed by 15 years of disillusion, concluding that Elizabeth was successful in managing faction until the 1590s. They may consider the balance of her Council in the early years between experienced and new blood, between the traditional rulers (old nobility) and newer families, and between conservative/pragmatic politicians and those advocating change. They may also refer to the problems created in the late 1560s by the dominance of Cecil, and the consequent frustration of Norfolk etc. They are likely to describe the problems of the last decade, with the death of leading councillors and the lack of balance in their successors between the Cecils and the political heirs of Leicester. Regarding the last decade they may discuss the extent to which the problem of the Earl of Essex was a product of Essex's character and behaviour, or of Elizabeth's treatment of him (and perhaps of Raleigh, who could have been a counterbalance). Equally, they may discuss the extent to which the problems of the last decade were a product of the waning years of a monarch, compounded by economic and financial difficulties. More recent interpretations contrast the types of courtier in the early and later parts of the reign in terms of their style and expectations, as well as their relationship with the Queen as she aged - the later courtiers being far younger than Elizabeth, and therefore less susceptible to her feminine wiles. There may be reference to the way in which Elizabeth managed individual issues or councillors, but the main thrust of the argument in the higher Bands should be focused on the management of faction in relation to these incidents. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

**6 'More perceived than real.' Assess this judgement of the Catholic threat during the reign of Elizabeth. [45]**

Focus: Evaluation of the seriousness of the Catholic threat.

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. There are a number of approaches to this question, and candidates who focus exclusively on one should not be penalised, provided that they consider a range of interpretations. Candidates may consider the political (succession), religious and international/foreign relations context of this issue in reaching a judgement. They may consider the role and actions of the Catholic Church, continental Catholic rulers and the more Catholic nobility. They may consider the threat to the Elizabethan Church, probably focusing on the debate regarding the extent to which missionary priests were effective, and to the state, focusing on the extent to which Catholic survivalism was possible. Candidates may refer to any of these issues, but need to relate them to the question of Catholic threat to the Elizabethan state. In some instances the regime can be considered to be lucky, although the miscalculations on the part of the Catholics may also be assessed. Candidates may assess the threat to Elizabeth as queen. The extent to which political thinking dictated that the hereditary ruler should be obeyed as a priority may be examined in relation to the Papal bull of excommunication. Discussion of the foreign threat is likely to centre around the position of Mary, Queen of Scots until 1587, with Spanish, Papal and French involvement in plots and the possibility of a Spanish invasion after Mary's death. The threat perceived by contemporaries is likely to be set against historians' assessments of the danger posed. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

**Oliver Cromwell**

**7 (i) Compare the views expressed in Passages B and C on the extent to which Cromwell manipulated the interpretation of events. [15]**

Candidates should bring out both similarities and differences in views expressed in the Passages. The Passages take very different views of Cromwell's interpretation of events, although they agree that he often claimed to have God's approval for his actions. Davis (Passage B) argues that Cromwell was not trying to promote his own interests, and describes such an interpretation as unsustainable. Hutton (Passage C), on the other hand, argues that Cromwell was essentially manipulative, putting

himself in a favourable light and maintaining power by accepting the inevitable and turning it to his advantage. While Davis argues that his honesty extended to admitting that he (and his people) had strayed from God's ways, Hutton believes that he told half-truths and reinterpreted events to suit his purpose. According to Hutton, Cromwell justified himself through reinterpreting the past, while Davis argues that he did not attempt to do this. Hutton talks of deliberate manipulation of the past, while Davis denies that there was self-justification. Davis thinks he genuinely believed he was doing God's will, while Hutton says this was simply a convenient means of ensuring he held power. **Band I** answers will focus on the similarities and differences in the interpretations offered in the two Passages in a sustained, coherent comparison. **Band II** answers will do most of this, but in a less developed way. There may be some unevenness. The answer may be less coherent. The comparison in **Band III** answers will be evident and have a sense of structure, but there may be more description or extraneous knowledge used irrelevantly. Answers in **Band IV** will be relevant but may show a limited understanding of the comparison, miss some points and will tend to be sequential. There will be little structure. **Band V** answers will make a basic comparison and show a basic understanding of both Passages, but major items will be missing. **Band VI** answers will, at best, be poor paraphrases. **Band VII** answers will be incoherent and may be fragmentary.

**(ii) Using these four Passages and your own knowledge, assess the view that Cromwell was sincere in his claim that he acted on God's will. [30]**

What matters is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages. The Passages reflect the contemporary charge that Cromwell was corrupted by power, and include more recent interpretations both for and against Cromwell. They refer to the charge that he used religious motivation to mask personal ambition and also that he was sincere in his beliefs. Passage A interprets Cromwell's beliefs as genuine, but regards his later actions as self-promoting. Davis and Coward (Passages B and D) argue that Cromwell was sincere, while Hutton (Passage C) is sceptical. Davis (Passage B) cites Cromwell's reaction to the failure of the Western Design/defeat in Hispaniola as evidence that Cromwell did not interpret every event to his own advantage. Candidates may refer to Cromwell's reaction, calling for a national day of fasting and humiliation so that the nation could identify where it had erred from God's path and hence invited divine wrath. Coward (Passage D) uses evidence of Cromwell's consistent scriptural references to support his assertion that Cromwell was sincere. Candidates may refer to specific analogies used by Cromwell (for example Moses leading the people of Israel to the promised land, the sin of Achan), and/or they may use their knowledge of specific events where Cromwell sought God's guidance (for example in the army prayer meeting at Windsor, and when considering the offer of the crown in 1657), to provide further evidence in support of their argument. Hutton's view (Passage C) has more in common with Baxter (Passage A), regarding Cromwell in the same light as other politicians: corrupted by power (Passage A) or simply using the terminology of the day - in this case providentialism and necessity - to justify himself and impress. Hutton provides two examples of this (regicide and dissolution of the Rump) which candidates may expand on, or they may use other examples, such as Cromwell's explanation of victory in battle.

**Answers in Bands I & II will address the key issue in the question. Answers in Band I will be reasonably balanced between evaluation of the various views in the Passages and use of own knowledge. Answers in Band II will also use both but there may be some imbalance and less careful evaluation. Answers in Band III will be mostly secure and represent a substantial attempt to answer the question, but may mix valid comments with description. Imbalance between**



**use of Passages and own knowledge may be more significant. (Answers which use the Passages but no own knowledge have a ceiling of Band II. Answers which use own knowledge but none of the Passages have a ceiling of Band III). Band IV answers will provide a basic argument, but will miss a lot of the possible areas of discussion and may focus largely on the Passages or own knowledge with little evaluation. Band V answers will show some elements of an answer, but responses will be poorly directed to the question and lack coherent structure. Band VI answers will, at best, be poor paraphrases. Band VII answers will be incoherent and may be fragmentary.**

8 How consistent were Cromwell's aims for the English constitution from 1646 to 1653? [45]

Focus: Evaluation of apparent inconsistencies in Cromwell's career.

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. Cromwell was accused by the Levellers and Commonwealthsmen of betraying their cause by 1653. These charges form the basis of the debate over his actions after 1646. With the Heads of the Proposals forming a basis against which to judge Cromwell's later actions, an argument can be made for consistency of aims. Candidates may recognise that the fundamental reason for the opposition of Levellers and Commonwealthsmen was that they had different agenda from Cromwell, but had not initially recognised this. Cromwell was essentially conservative in constitutional matters. Candidates might discuss Cromwell's part in the negotiations with the king, in Pride's Purge and the trial and execution of the king. They might discuss the suppression of Leveller mutinies in 1649. They might consider individual moments, such as: the dissolution of the Rump, the introduction of the Nominated Assembly, the end of the Nominated Assembly, the introduction of the Instrument of Government. All these events have aroused controversy, but candidates do not need to include discussion of all the events. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

9 To what extent was the Rule of the Major Generals different from the rest of the Cromwellian Protectorate? [45]

Focus: Evaluation of the balance between Army & Parliament.

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. Candidates will

need to establish the overall nature of the Cromwellian Protectorate in order to compare and contrast it with the period of the Rule of the Major-Generals. There is debate about the former, the extent to which there was dictatorship and the extent to which there was military rule. After a period in the 1920s and 1930s when Cromwell was compared with European dictators, historians have challenged the view that Cromwell had the means at his disposal to operate a dictatorship. Research into the proportion of government officials (eg. JPs) with military connections can also be used to refute the charge of military rule. There is, however, no consensus among historians on this issue. However, the Rule of the Major-Generals needs to be treated separately from the rest of the period. Recent work suggests that the impact of the Major-Generals was patchy, and depended more on the character of the individual Major-General than on the style of the regime itself. Candidates need to have a clear understanding of the means by which the Major Generals were integrated into the existing framework of government. They might consider the nature of the regime (to what extent was the Rule of the Major Generals a military dictatorship?) and compare this with the rest of the Protectorate. They might identify the means by which the regime was financed as significantly different (the decimation tax), comparing this with the commitment not to punish further those who had opposed parliament but no longer did so, as well as the assessment and excise taxes. They might consider the policies that the Major-Generals were encouraged to implement, the extent to which they did so, means they used. The extent of the implementation of godly rule was limited, with some Major-Generals far more avid than others. The regime represented an additional layer of local government which needed to work alongside the existing structures. They might consider the extent to which the regime addressed the problem of organising/financing the army and the extent to which this was done differently during this experiment. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

### **Peter the Great**

**10(i) Compare the views expressed in Passages A and D about Peter the Great's attitude to religious toleration. [15]**

Candidates should bring out both similarities and differences in views expressed in the Passages. Passage A emphasises the willingness of Peter the Great to extend toleration to non-Orthodox religions; some might note the unusual extent to which he took this. The end of the Passage widens this to include the social context of his policies in allowing marriage with people of other religions. There is also reference to the fact that the Tsar was more tolerant than his subjects ('the bigotry of his Church and people'). Passage D also deals with religious toleration, but has a different and

contradictory stance. It shows Peter as being intolerant to important aspects of the Orthodox Church in his determination that it should become subordinate to the state. 'He could not abide religious diversity'. Most candidates will probably see the Passages as being completely contradictory, but some may look further and see them as to some degree complementary. **Band I** answers will focus on the similarities and differences in the interpretations offered in the two Passages in a sustained, coherent comparison. **Band II** answers will do most of this, but in a less developed way. There may be some unevenness. The answer may be less coherent. The comparison in **Band III** answers will be evident and have a sense of structure, but there may be more description or extraneous knowledge used irrelevantly. Answers in **Band IV** will be relevant but may show a limited understanding of the comparison, miss some points and will tend to be sequential. There will be little structure. **Band V** answers will make a basic comparison and show a basic understanding of both Passages, but major items will be missing. **Band VI** answers will, at best, be poor paraphrases. **Band VII** answers will be incoherent and may be fragmentary.

**(ii) Using these four Passages and your own knowledge, assess how far Peter the Great's religious policies represented a decisive break with the past. 30]**

What matters is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages. Passage C makes the case for the prime importance of Peter's reform of the Church. It reflects his wish to make the state supreme in every respect. Candidates are not required and do not need to know what the Soviet Communists did; the Passage gives enough information. The Passage emphasizes that the consequences were very significant ('The results were to be radical'). Passage A describes the way in which his tolerant policies worked and candidates can use the information to conclude that they were very extensive. The thrust of the Passage is that these policies represented a 'decisive break with the past'. Passage B gives a view of Peter's personal stance, that he was 'a Christian ruler who had a strong sense of the Christian faith' in spite of his actions that seemed to challenge traditional practices and beliefs. He was not 'an atheist and God's enemy'. This would limit the claim that he wished to destroy everything about Russia's religion. Passage D agrees in its reference to 'His personal religious commitments'. Most of Passage D might be used to support the claim, but the end points to limits in Peter's changes: 'the new measures did not touch on rituals or doctrine'. The changes were those that were necessary for political reasons. Own knowledge can be used to test the Passages as well as to go beyond them.

**Answers in Bands I & II will address the key issue in the question. Answers in Band I will be reasonably balanced between evaluation of the various views in the Passages and use of own knowledge. Answers in Band II will also use both but there may be some imbalance and less careful evaluation. Answers in Band III will be mostly secure and represent a substantial attempt to answer the question, but may mix valid comments with description. Imbalance between use of Passages and own knowledge may be more significant. (Answers which use the Passages but no own knowledge have a ceiling of Band II. Answers which use own knowledge but none of the Passages have a ceiling of Band III). Band IV answers will provide a basic argument, but will miss a lot of the possible areas of discussion and may focus largely on the Passages or own knowledge with little evaluation. Band V answers will show some elements of an answer, but responses will be poorly directed to the question and lack coherent structure. Band VI answers will, at best, be poor paraphrases. Band VII answers will be incoherent and may be fragmentary.**

11 'Peter achieved limited success in his wars against Turkey, Persia and Sweden.'  
Assess this judgement. [45]

Focus: Evaluation of the success of Peter's wars.

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. Debate has focused on whether Peter the Great achieved phenomenal success in his foreign policy or whether it was often flawed in aims and methods, and that success against Sweden should not lead historians to forget his lesser achievements against Turkey and Persia. In all Bands, candidates are likely to know more about Sweden than about Persia and Turkey. Examiners can accept Persia and Turkey together in looking for a balanced answer and up to 60:40 (probably Sweden c.60%: Persia and Turkey c.40%) will not affect the Band/mark awarded. Most answers may agree about his limited success in the struggles with Turkey and Persia, but disagree with the claim when applied to Sweden. Peter wished to expand Russia's power in the south which meant confronting Turkey. He was unsuccessful in his first attack on Azov but captured it later (1696). However, Russia played little further part in the European campaign against Turkey, was ignored in the Treaty of Carlowitz (1699) and had to make a peace that did not secure the access to the Black Sea that he had sought. From the Persian War (1722-23) Peter gained Baku and three provinces giving Russia the western and southern shores of the Caspian Sea (he wanted to open up trade there), but success came more through Persian internal problems than Russian might and Peter had to bind himself to the Shah to provide military aid. Peter ultimately achieved much against Sweden. The beginning of the struggle was unpromising, eg. the defeat at Narva (1700), but the Battle of Poltava (1709) showed how far Peter had reorganised his army and the Treaty of Nystadt (1721) won considerable gains in the Baltic for Russia. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

12 How far can it be argued that Peter the Great transformed the administration and economy of Russia? [45]

Focus: Evaluation of the degree of change Peter effected.

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. The broad areas of debate revolve around the extent to which Peter's reign saw significant administrative and economic changes. Were they only minor changes that did not touch the largest part of the Russian administration and economy, which remained backward and slow to change, or did the Tsar bring about important reforms, eg. in modernising

administration and developing contacts with the west and in promoting agrarian and industrial change? Answers should be reasonably balanced in their discussions of the two aspects of the question and up to 60:40 either way will not affect the Band/mark awarded. If only one is considered, answers will have a **ceiling of Band V**. In administration, candidates can examine issues such as the extent of a change from a system that was dominated by the Council of Boyars (*Boyarskaya Duma*), with many sub-departments (*prikazy*) and often independent provincial governors, to a pattern that included the Senate and colleges, perhaps reflecting foreign models. The degree to which the role of the Tsar in administration changed can be assessed. Was the attempted centralisation more effective? It is agreed that most Russians were not affected by economic change, but one should not underestimate the number of those who were forced to take part in enterprises. The changes in direction that Peter promoted could be assessed. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.





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RECOGNISING ACHIEVEMENT

Mark Scheme 2589  
January 2005

**Historical Investigations****Unit 2589**

## Napoleon I

1(i) Compare the views expressed in Passages A and B on the reasons for French success in the Ulm-Austerlitz campaign. [15]

Candidates should bring out both similarities and differences in views expressed in the Passages. Passage A explains French success largely in terms of the failings of the opposition the French faced whilst Passage B, in contrast, stresses the skills of Napoleon and his army. The victory at Ulm in Passage A is put down by Barnett to Mack's incompetence, whilst Rothenberg stresses Napoleon's strategic brilliance and the effectiveness of the French army on manoeuvre. The victory at Austerlitz Barnett explains in Passage A by the rashness of the Austrian and Russian emperors in giving battle when Napoleon was on the verge of defeat. He denies that Napoleon had any strategy to lure the emperors into battle. In contrast, Rothenberg in Passage B suggests just that – that Napoleon, aware of the problems he faced, did lure his enemies to give battle on his terms and on ground of his choosing. Both, however, agree that Austerlitz represents the peak of Napoleon's battle command, but whilst Barnett in Passage A puts it down to 'high-speed opportunism' and planning on the day, Rothenberg in Passage B stresses more squarely Napoleon's proficiency as a battlefield commander where victory was secured largely through duping the enemy to act as Napoleon wanted. **Band I** answers will focus on the similarities and differences in the interpretations offered in the two Passages in a sustained, coherent comparison. **Band II** answers will do most of this, but in a less developed way. There may be some unevenness. The answer may be less coherent. The comparison in **Band III** answers will be evident and have a sense of structure, but there may be more description or extraneous knowledge used irrelevantly. Answers in **Band IV** will be relevant but may show a limited understanding of the comparison, miss some points and will tend to be sequential. There will be little structure. **Band V** answers will make a basic comparison and show a basic understanding of both Passages, but major items will be missing. **Band VI** answers will, at best, be poor paraphrases. **Band VII** answers will be incoherent and may be fragmentary.

**(ii) Using these four Passages and your own knowledge, how far do you agree that Napoleon was militarily successful because of his own abilities as a general?**

[30]

What matters is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages. Whilst Passages A and C are largely critical of the nature of Napoleon's supposed military skills, Passages B and D tend to praise. Passages A and C can be used to show Napoleon standing out because of the failings of his enemies, his opportunism, flexibility and his 'scrambling'. From Passages B and D, candidates can draw Napoleon's grasp of campaign strategy and battle tactics, skills in offensive campaigning and battle and his motivation of his troops and officers. Candidates may place such views in the context of their own knowledge of military campaigns, either to support or criticise. Candidates may also refer to points at best implicit in the Passages, such as the strength of the French army as a military machine, the corps system, the abilities of his subordinates (eg. Davout, Lannes, Murat) and the power Napoleon enjoyed as both commander-in-chief of the French armed forces and the political ruler of the Grand Empire.

**Answers in Bands I & II will address the key issue in the question. Answers in Band I will be reasonably balanced between evaluation of the various views in the Passages and use of own knowledge. Answers in Band II will also use both but there may be some imbalance and less careful evaluation. Answers in Band III will be mostly secure and represent a substantial attempt to answer the question, but may mix valid comments with description. Imbalance between use of Passages and own knowledge may be more significant. (Answers which use the Passages but no**



own knowledge have a ceiling of Band II. **Answers which use own knowledge but none of the Passages have a ceiling of Band III).** Band IV answers will provide a basic argument, but will miss a lot of the possible areas of discussion and may focus largely on the Passages or own knowledge with little evaluation. Band V answers will show some elements of an answer, but responses will be poorly directed to the question and lack coherent structure. Band VI answers will, at best, be poor paraphrases. Band VII answers will be incoherent and may be fragmentary.

2 'The aim was to win and to maintain the support of men of wealth and property.' How far do you agree that this was the main aim of Napoleon's domestic policy?

[45]

Focus: Evaluation of domestic aims.

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. In support of the contention, some answers may consider factors such as: the promises Napoleon made to the men of property after *Brumaire*, the emphasis on property rights in the Code Napoleon (especially in relation to the *biens nationaux*, the courting of men of property to serve in the administration and government (from the system of voting to the eligibility for office), elements of his financial, fiscal and economic policies, the stress on order and stability within France, the restrictions on workers and the attempts to reconcile men of wealth and property be they of republican or royalist heritage. On the other hand, some may argue that Napoleon's key purpose was to secure himself in power and that policies which favoured men of influence were part and parcel of that, as were policies related to religious toleration, education, censorship and so on. Others may refer to the debate about Napoleon's revolutionary heritage and a view which stresses Napoleon's aim to consolidate the Revolution on the principles which began it – including property as well as liberty. In addition to the above we may get reference here to issues related to meritocracy and rewards for talent, hard work and loyalty. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

**3 To what extent has the negative effects of Napoleonic rule outside France been exaggerated? [45]**

Focus: Evaluation of Napoleonic rule outside France.

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. Candidates need to discuss the relative merits of negative and positive interpretations of Napoleon's rule outside France. On the negative side, some may refer to the view that the Empire and client state system was little more than a spoils system set up to serve the interests of France in general and Napoleon in particular, to the deleterious impact of the continental blockade and system, and to the strains imposed on allies and empire by constant warfare and demands for men and resources. It is easy to paint a very black picture of Napoleon's impact. This interpretation should be balanced against views and evidence which suggest a more benevolent judgement: eg. the export of the Code Napoleon, the tempering of French rule to local circumstances, the abolition of serfdom, the rationalisation of administration. Some may argue that the validity of the judgement depends on which part of Europe you examine or on the relative strength of French influence and control. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

**Gladstone and Disraeli 1846-80****4(i) Compare the views expressed in Passages A and B about Gladstone's personal blame for the Liberal defeat in 1874. [15]**

Candidates should bring out both similarities and differences in views expressed in the Passages. Passage A argues that Gladstone was distrusted chiefly on the grounds that he was a loose cannon and might resort to a radical reform programme and so was to blame. Passage B argues Gladstone had done his best but the divisions in the liberal party had defeated him. Passage A also suggests there were other factors, such as the failings of the liberal ministry, and Passage B adds the defects of the Liberal programme proposed in 1874. Neither Passage argues strongly that the Conservatives were seen as a positive alternative. **Band I** answers will focus on the similarities and differences in the interpretations offered in the two Passages in a sustained, coherent comparison. **Band II** answers will do most of this, but in a less developed way. There may be some unevenness. The answer may be less coherent. The comparison in **Band III** answers will be evident and have a sense of structure, but there may be more description or extraneous knowledge used irrelevantly. Answers in **Band IV** will be relevant but may show a limited understanding of the comparison, miss some points and will tend to be sequential. There will be little structure. **Band V** answers will make a basic comparison

and show a basic understanding of both Passages, but major items will be missing. **Band VI** answers will, at best, be poor paraphrases. **Band VII** answers will be incoherent and may be fragmentary.

**(ii) Using these four Passages and your own knowledge, assess the view that it was the improved state of the organization of the Party that largely explained the Conservative victory in 1874. [30]**

What matters is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages. The general argument in Passage A is that Gladstone's restless spirit was to blame and in any case the result was a surprise. Passage B argues that the Liberals had failed to meet the demands of the new voters and thus it could be argued that the voters were willing to give the other party a turn, especially since the Conservatives put few policies forward. But Passage C argues more strongly that the Conservatives did have a positive programme for the new voters, as well as stressing the defects of the Liberals and agreeing with some of the points made in Passage A about Gladstone. Passage D is the one which suggests that the Conservative organization should have the credit as well as their support from the middle, rather than the working classes. The role played by Disraeli's speeches in 1872 in attracting support and detail on the groups upset by Gladstone and on his weak foreign policy could also be mentioned. Gladstone's preoccupation with Ireland was not widely shared.

**Answers in Bands I & II will address the key issue in the question. Answers in Band I will be reasonably balanced between evaluation of the various views in the Passages and use of own knowledge. Answers in Band II will also use both but there may be some imbalance and less careful evaluation. Answers in Band III will be mostly secure and represent a substantial attempt to answer the question, but may mix valid comments with description. Imbalance between use of Passages and own knowledge may be more significant. (Answers which use the Passages but no own knowledge have a ceiling of Band II. Answers which use own knowledge but none of the Passages have a ceiling of Band III). Band IV answers will provide a basic argument, but will miss a lot of the possible areas of discussion and may focus largely on the Passages or own knowledge with little evaluation. Band V answers will show some elements of an answer, but responses will be poorly directed to the question and lack coherent structure. Band VI answers will, at best, be poor paraphrases. Band VII answers will be incoherent and may be fragmentary.**

5 How far was the rivalry of Gladstone and Disraeli between 1852 and 1865 the result of personal dislike rather than ideological differences? [45]

Focus: Evaluation of the reasons for Gladstone/Disraeli rivalry.

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. Evidence that personal dislike was the main reason can be found in Gladstone's resentment of Disraeli's attacks on his hero Peel in 1846 and in Gladstone's scathing remarks about Disraeli's 1852 budget. Gladstone refused to join the Derby/Dizzy government in 1858. Ideological differences can be seen in their approaches to financial issues, where Gladstone hoped to reduce taxes for the working classes and Disraeli was seen as helping his friends the farmers. In foreign policy, there were differences over the Crimean War and Disraeli was less eager to support Italian unification. He was also critical of the desertion of Denmark over Schleswig-Holstein. By 1865 Gladstone was the Liberal leader and Disraeli led the Conservatives in the House of Commons. But since Disraeli and Gladstone had both been members of Peel's Conservative party, it could be argued that they were ideologically similar. By 1852, Disraeli had abandoned Protection and supported Free Trade, if less vocally than Gladstone. They were in agreement over issues like the admission of Jews to the House

of Commons and Don Pacifico. They were even both agreed on the need for Parliamentary reform. Many answers may conclude that personal rivalry was the crucial factor, perhaps because Gladstone was loyal to his principles whereas Disraeli often did not seem to have formed any. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

6 Assess the criticisms made by Gladstone of Disraeli's foreign and imperial policies from 1874 to 1880. [45]

Focus: Evaluation of Gladstone's critique of foreign policy.

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. Gladstone's criticisms focused firstly on the Bulgarian atrocities and the outcome of the Congress of Berlin and secondly on what he called 'Beaconsfieldism' which had led to needless wars and even more needless expenditure and not been in British interests. He wanted a policy aimed at keeping out of foreign entanglements, preserving the peace, often through international consultation, and respecting the rights of all nations. This was extremely popular at times, notably in 1876 when the Bulgarian pamphlet was published and in his 1879 Midlothian campaign. Historians have lined up behind their respective heroes in this debate. Disraeli's defenders point to the eventual success at Berlin and settlement of the Bulgarian issue and the upholding of Turkey against Russian ambition. They cite his betrayal in Afghanistan and South Africa by men on the spot and his private fury about Lytton's disobedience and Chelmsford's defeat. They accuse Gladstone of a cynical combination of a moral and material appeal and of personalising the issue in the term 'Beaconsfieldism'. On the other side, Disraeli's initial reaction to the events in Bulgaria and the longer term effects of the Congress of Berlin can be questioned. Disraeli can be blamed in that the key appointments of Lord Lytton and Bartle Frere, were his and that he allowed his subordinates too much freedom of action. There was a depression which meant that the expense of Jingoistic policies was resented. It was claimed Disraeli was using imperial advances to divert attention from domestic difficulties. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but

answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

### **Bismarck and the Unification of Germany 1858-71**

#### **7(i) Compare the views expressed in Passages A and D about the impact of the *Zollverein* on mid-nineteenth century Germany. [15]**

Candidates should bring out both similarities and differences in views expressed in the Passages. Passage A states that the *Zollverein* divided the German Confederation of the mid-nineteenth century into two unequal halves: the prosperous regions within the *Zollverein* and the 'relatively backward' state of Austria outside it. The economic success of the *Zollverein* strengthened Prussia's position within the wider Germany and at the expense of Austria. Passage D states that the *Zollverein* did not make Germany within its borders more prosperous; nor did it strengthen the power of Prussia. The main similarity between the two Passages is that they both see the *Zollverein* as an arena within which Austria and Prussia struggled over the leadership of Germany. **Band I** answers will focus on the similarities and differences in the interpretations offered in the two Passages in a sustained, coherent comparison. **Band II** answers will do most of this, but in a less developed way. There may be some unevenness. The answer may be less coherent. The comparison in **Band III** answers will be evident and have a sense of structure, but there may be more description or extraneous knowledge used irrelevantly. Answers in **Band IV** will be relevant but may show a limited understanding of the comparison, miss some points and will tend to be sequential. There will be little structure. **Band V** answers will make a basic comparison and show a basic understanding of both Passages, but major items will be missing. **Band VI** answers will, at best, be poor paraphrases. **Band VII** answers will be incoherent and may be fragmentary.

#### **(ii) Using these four Passages and your own knowledge, assess the extent to which the *Zollverein* was the most important factor in the political union of Germany. [30]**

What matters is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages. One view argues that the *Zollverein* was the most important factor in the unification of Germany under the leadership of Prussia. Passage B is the clearest exponent of this view, even though it shows that an important feature of the later political union, whether it was federal or unitary, was not a consequence of the *Zollverein*. Passages A and B also see the *Zollverein* as important to German unification. Even if neither suggests that the economic union was the most important factor behind political union, both show how Prussian leadership was strengthened by the existence of the *Zollverein*. Passage D challenges the hypothesis that the *Zollverein* was an important factor in the political unification of Germany, arguing that it was 'marginal'. It questions three arguments put forward by some of the role of the *Zollverein*. These arguments could be used to evaluate the Passages. The first and third assertions of Passage D are challenged by Passages A and C especially. Candidates might use own knowledge to question the second assertion. Other own knowledge they might deploy includes the contribution of the Prussian army, the contribution of the Prussian leader Bismarck. The former can be seen as dependent on the economic power created in part by the *Zollverein* while Bismarck would have achieved little with the speedy military success achieved by Prussian forces. This latter point supports the final assertion

of Passage B. However, without Bismarck directing the power of the industrial 'wave', political unification might not have been achieved in 1867-71.

**Answers in Bands I & II will address the key issue in the question. Answers in Band I will be reasonably balanced between evaluation of the various views in the Passages and use of own knowledge. Answers in Band II will also use both but there may be some imbalance and less careful evaluation. Answers in Band III will be mostly secure and represent a substantial attempt to answer the question, but may mix valid comments with description. Imbalance between use of Passages and own knowledge may be more significant. (Answers which use the Passages but no own knowledge have a ceiling of Band II. Answers which use own knowledge but none of the Passages have a ceiling of Band III). Band IV answers will provide a basic argument, but will miss a lot of the possible areas of discussion and may focus largely on the Passages or own knowledge with little evaluation. Band V answers will show some elements of an answer, but responses will be poorly directed to the question and lack coherent structure. Band VI answers will, at best, be poor paraphrases. Band VII answers will be incoherent and may be fragmentary.**

8 Discuss the view that, by 1867, Bismarck had achieved all his main goals.

[45]

Focus: Evaluation of Bismarck's success.

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. One possible interpretation is that Bismarck had achieved as much as he had wanted before becoming Prussian leader in 1862, namely Prussian dominance over Germany. He led a new Germany which excluded Prussia's great rival, Austria, and which had contained the threats of liberalism and nationalism. Assessment of his attitude towards the four south German states not within the North German Confederation could be used towards a successful answer of this question: did Bismarck want to include them as soon as possible or was he content with the semi-detached relationship the four states had with the Confederation? Those who argue for the former are arguing for the second interpretation, that Bismarck was not satisfied in 1867. Although the question ends in 1867, some may want to move on to include some consideration of Bismarck's motives in going to war with France in 1871 in order to test the assertion. That will be fine. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

9 Assess the view that the new German state, formed in 1871, was based more on Prussian power than on liberal values.

[45]

Focus: Evaluation of the new German state.

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. Candidates can consider either the form and/or the process of forming the new German state. Consideration of the form includes some assessment of the constitution of the new German Reich. Key features include: its federalism which, given the relative size of the various states, greatly favoured Prussia (while allowing some autonomy for the others); its complexity, which again favoured Prussia; its democratically elected Reichstag, which at least recognised liberal values. As for the process of forming the new Germany, its announcement in the Hall of Mirrors in Versailles in 1871 showed that it was based on Prussian power. Even the preceding 1867 constitution followed the 1866 War. Different interpretations focus on the relative importance of the two concepts. Some argue that liberal values were important while others dismiss their significance. Few are likely to dismiss Prussian power. The key point of debate is how far that power was diluted by German liberalism. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

#### **Roosevelt's America 1920-41**

**(i) Compare the views expressed in Passages A and C on why National Prohibition was introduced across the USA.** [15]

Candidates should bring out both similarities and differences in views expressed in the Passages. Passage A gives considerable importance to role of Anti-Saloon League and its leadership of Wheeler and Anderson. The introduction of National Prohibition was part of a long drawn out campaign over many years. Passage C also refers to the role of the Anti-Saloon League, calling it the most effective pressure group in American history. However, Passage C gives greater importance to the role of the First World War in creating the climate for national prohibition. **Band I** answers will focus on the similarities and differences in the interpretations offered in the two Passages in a sustained, coherent comparison. **Band II** answers will do most of this, but in a less developed way. There may be some unevenness. The answer may be less coherent. The comparison in **Band III** answers will be evident and have a sense of structure, but there may be more description or extraneous knowledge used irrelevantly. Answers in **Band IV** will be relevant but may show a limited understanding of the comparison, miss some points and will tend to be sequential. There will be little structure. **Band V** answers will make a basic comparison and show a basic understanding of both Passages, but major items will be missing. **Band VI** answers will, at best, be poor paraphrases. **Band VII** answers will be incoherent and may be fragmentary.

(ii) Using all four Passages and your own knowledge, assess the view that the introduction of National Prohibition helped divide United States society rather than unite it. [30]

What matters is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

**Passage A suggests that the majority of the country was behind national prohibition. Even before 1919, some 75% of the USA did not have a saloon. This is supported by information in Passage C which links support of national prohibition to patriotism at time of war. Passage D also refers to the moral quality of supporting prohibition. However, it does state it was supported by middle class Protestants and big business. This links to Passage B which clearly differentiates between areas and groups who supported and opposed national prohibition. In own knowledge used, some may consider issues such as: how large areas of the country simply ignored the law and continued drinking, the pro- and anti- pressure groups that campaigned in large 1920s and early 1930s, the split in Democrat party between ‘wets’ and ‘drys’ in 1924 and 1928 which badly affected their presidential election chances. Answers in Bands I & II will address the key issue in the question. Answers in Band I will be reasonably balanced between evaluation of the various views in the Passages and use of own knowledge. Answers in Band II will also use both but there may be some imbalance and less careful evaluation. Answers in Band III will be mostly secure and represent a substantial attempt to answer the question, but may mix valid comments with description. Imbalance between use of Passages and own knowledge may be more significant. (Answers which use the Passages but no own knowledge have a ceiling of Band II. Answers which use own knowledge but none of the Passages have a ceiling of Band III). Band IV answers will provide a basic argument, but will miss a lot of the possible areas of discussion and may focus largely on the Passages or own knowledge with little evaluation. Band V answers will show some elements of an answer, but responses will be poorly directed to the question and lack coherent structure. Band VI answers will, at best, be poor paraphrases. Band VII answers will be incoherent and may be fragmentary.**

11 Evaluate the view that overproduction of goods was the most important reason for the collapse of the United States economy from October 1929. [45]

**Focus: Evaluation of causes of the US Depression.**

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. Candidates may argue that the maldistribution of income led invariably to overproduction and underconsumption. These adversely affected the US economy which in turn led to a downturn in economic performance. The Wall Street Crash merely acted as the catalyst of a bigger problem. Candidates might mention other issues, such as: the economic policies of success Republican administrations, which encouraged overproduction; the stock speculation resulting in the Wall Street Crash; the failure of the international economy to recover following the First World War; the failure of President Hoover to introduce policies to retard the Depression after 1929. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more



unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

12 How far do you agree that the Second New Deal (1935-1937) was more significant than the First New Deal (1933-1935) in bringing the United States out of economic depression. [45]

**Focus: Comparative analysis of the successes of New Deals.**

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. Candidates may argue that First New Deal brought about major reform, in particular in First 100 Days. The Emergency Banking Act; the Glass-Steagall Banking Act, the Securities and Exchange Act all aided recovery of financial sector. Alphabet agencies helped with relief and recovery: NRA; TVA; FERA; PWA; CWA; AAA etc. However, some agencies such as the NRA and the AAA were declared illegal by Supreme Court in 1935. In the Second New Deal, several fundamental reform passed, eg. the Wagner Act of 1935 which gave rights to unions, the Social Security Act which laid foundation of welfare state, the Works Progress Administration (WPA) which was the most wide ranging and effective New Deal agency in aiding the unemployed. Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**Band I answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. Band II answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). Band III answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in Band IV will be mostly relevant and will try to argue but may miss major points. In Band V there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. Band VI answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. Band VII answers will show no ability to get to grips with the key issue. They may be fragmentary.**

Lenin and the Establishment of Bolshevik Power 1903-24

13(i) Compare the views expressed in Passages B and D on Lenin's ideas in 1905.

[15]

**Candidates should bring out both similarities and differences in views expressed in the Passages. Passage B considers Lenin's ideas in 1905 as they focused on the soviets, about which he was suspicious. However Pipes argues that Lenin did see advantages in the Soviets, so long as they remained subordinate to the Bolshevik party. Passage D considers Lenin's ideas about wider context of the revolution, of which the soviets were just one part. Williams in Passage D states that Lenin encouraged Bolsheviks to join the Soviets as well as the Duma. She makes no**

mention of the Soviets being subordinate to the Bolsheviks. She also argues that Lenin's ideas changed in 1905 as the party's attitudes changed. Passage B gives the impression that Lenin's ideas were unchanging and imposed on the party.

**Band I** answers will focus on the similarities and differences in the interpretations offered in the two Passages in a sustained, coherent comparison. **Band II** answers will do most of this, but in a less developed way. There may be some unevenness. The answer may be less coherent. The comparison in **Band III** answers will be evident and have a sense of structure, but there may be more description or extraneous knowledge used irrelevantly. Answers in **Band IV** will be relevant but may show a limited understanding of the comparison, miss some points and will tend to be sequential. There will be little structure. **Band V** answers will make a basic comparison and show a basic understanding of both Passages, but major items will be missing. **Band VI** answers will, at best, be poor paraphrases. **Band VII** answers will be incoherent and may be fragmentary.

**(ii) Using these four Passages and your own knowledge, assess the importance of the 1905 Revolution to the development of Bolshevism in the period from 1903 to February 1917. [30]**

What matters is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

**Before 1905, Bolshevism was the ideas of a few revolutionaries, either exiled or underground, who believed in the idea of an elite group which would educate the Russian proletariat into an armed insurrection. 1905 was the practice of revolution. It gained the Bolsheviks some (limited) increase in support. It brought them closer to the Mensheviks. It caused great debate about future strategy and tactics. In this last sense, some argue that the 1905 Revolution was important. The 'political strike' of the proletariat, the revolts of the peasantry and the emergence of the Soviets made 1905 some kind of 'dress rehearsal' for 1917, as Lenin argues in Passage A. Passage C also argues for the importance of 1905, namely that it helped Lenin develop his belief that a socialist revolution could be achieved by an alliance between the proletariat and the peasantry. Even in 1916, some argue that Lenin returned to 1905 and the formation of the Soviets as a basis for his ideas which he developed in 1917. However, others argue that 1905 was not very significant in the history of Bolshevism from 1903 to 1916. Within a few years of 1905, the Bolsheviks had split with the Mensheviks, lost members and disagreed about political strategy. During the First World War, Bolshevism was a fringe movement, confined mainly to exiles, made more isolated by Lenin's refusal to support the Russian war effort. Passage D shows the difficulty Lenin had in 1905 in trying to lead the Bolsheviks towards more pragmatic political methods while Passage B shows the dilemmas of strategy which Lenin faced after 1905. Answers in Bands I & II will address the key issue in the question. Answers in Band I will be reasonably balanced between evaluation of the various views in the Passages and use of own knowledge. Answers in Band II will also use both but there may be some imbalance and less careful evaluation. Answers in Band III will be mostly secure and represent a substantial attempt to answer the question, but may mix valid comments with description. Imbalance between use of Passages and own knowledge may be more significant. (Answers which use the Passages but no own knowledge have a ceiling of Band II. Answers which use own knowledge but none of the Passages have a ceiling of Band III). Band IV answers will provide a basic argument, but will miss a lot of the possible areas of discussion and may focus largely on the Passages or own knowledge with little evaluation. Band V answers will show some elements of an answer, but responses will be poorly directed to the question and lack coherent structure. Band VI answers will, at best, be poor paraphrases. Band VII answers will be incoherent and may be fragmentary.**

14 Assess the importance of the soviets to the Bolshevik seizure of power in October 1917. [45]

**Focus: Evaluation of reasons why the Bolsheviks were able to seize power.**

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. The soviets were the theoretical and practical means which enabled the Bolsheviks to seize power in October 1917. The theoretical basis was expressed by the Bolshevik slogan 'all power to the soviets'. These workers' councils provided an essential alternative to the capitalist institutions which had to be overthrown for the socialist revolution to succeed. The growth of Bolshevik membership of key soviets provided the Bolsheviks with the means of gaining power. Marxist interpretations of the October Revolution stress the importance of the soviets as organisations of the proletarian revolution, in alliance with – and dominated by – the Bolshevik party. Others see the soviets as being much less important than the Bolsheviks and their leader, Lenin. Alternatively, others place greater importance on all popular associations (eg. factory committees) and not just soviets in creating the breakdown of order which enabled the Bolshevik seizure of power known as the October Revolution to occur. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

**15 Assess the effectiveness of War Communism.****[45]****Focus: Evaluation of how the Bolsheviks tried to retain power.**

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. War Communism was the economic policy of the Bolsheviks during the civil war. Its key elements included the nationalisation of most key industries, the abolition of trade and of the price mechanism, the allocation of goods and resources by administrators. The debate about War Communism focuses on how far it was an emergency measure, a pragmatic response to the realities of 1918-19 and how far it was a product of Marxist ideology. Lenin used the phrase 'War Communism' only from 1921 in order to help explain and justify the development of the New Economic Policy of partial privatisation and economic liberalisation. Thus the question of effectiveness can be addressed in two separate ways: how far did it help address the emergency situation of 1918-19 or how far did it help further Bolshevik ideological goals. Some may see the short answer to the first is 'not much'. The economic situation of Russia deteriorated greatly between 1918 and 1921, as a result of which War Communism had to be abandoned in favour of NEP. In terms of ideology, War Communism perhaps identified the essential features of state socialism. After all, NEP was seen as a temporary phase, a 'step back' before a state controlled economy was restored. However, some of the most extreme features of War Communism never returned. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

Chamberlain and Anglo-German Relations 1918-39

16(i) Compare the views expressed in Passages B and D on Labour's support for defence expenditure. [15]

**Candidates should bring out both similarities and differences in views expressed in the Passages. Passage B explains how in 1937 the Labour party in parliament decided not to oppose defence expenditure, mainly because of the attitude of trade union MPs. The author goes on to explain how even then the Labour leadership still gave the impression was that it was against increased expenditure on armaments. Passage D shows how in 1937 the Labour party conference voted for spending much more money on defence without wholly abandoning traditional attitudes on foreign affairs and presumably on related defence policy. The author goes on to argue that 'after 1937', virtually all parts of the party, including the establishment (or leadership) accepted the need for the UK to acquire a realistic military deterrent, which would require increased defence expenditure. Both Passages give a sense of a reluctant, begrudging acceptance of defence expenditure in 1937-38. However,**

there are differences between the two, especially with regard to the attitude of the Labour leadership.

**Band I** answers will focus on the similarities and differences in the interpretations offered in the two Passages in a sustained, coherent comparison. **Band II** answers will do most of this, but in a less developed way. There may be some unevenness. The answer may be less coherent. The comparison in **Band III** answers will be evident and have a sense of structure, but there may be more description or extraneous knowledge used irrelevantly. Answers in **Band IV** will be relevant but may show a limited understanding of the comparison, miss some points and will tend to be sequential. There will be little structure. **Band V** answers will make a basic comparison and show a basic understanding of both Passages, but major items will be missing. **Band VI** answers will, at best, be poor paraphrases. **Band VII** answers will be incoherent and may be fragmentary.

**(ii) Using these four Passages and your own knowledge, assess the view that it was Labour confusion which prevented the development of a realistic alternative to appeasement.** [30]

What matters is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

All four Passages show that Labour defence policy did become more realistic at some time during the 1930s: for Passage A it was 1935, Passage B says 1937 (partly), Passage C gives 1938 and Passage D says 1937. The later the date of conversion, the more Labour can be seen as leaving the development of a realistic alternative to appeasement. Even then, increased defence expenditure by itself was not an alternative to appeasement; from 1935, the government also increased defence expenditure. As important was the view to be taken on foreign policy and diplomacy. The alternative to making concessions to Germany's demands was standing firm. This could be done either alone (impossible) or in an alliance, which might consist of three or four leading states, a Grand Alliance (eg. Churchill's proposal) or an alliance of many powers in the League of Nations upholding collective security. In practice, Britain's only alliance was with France which for most of the 1930s was just as keen on appeasement. These issues focus on the diplomatic alternative to appeasement. Also relevant is whether there was any realistic political alternative. The British public indulged in wishful thinking, hoping for peace and reluctant to pay for preparing for war. Labour confusion simply reflected national confusion. All these various points undermine the assertion that the main reason for the lack of an alternative was Labour confusion. The Passages reveal the confusion; candidates' own knowledge can bring in other factors as they assess whether Labour, the official opposition, failed to lead the development of an alternative policy because its attitudes towards defence and foreign policies were inconsistent and unrealistic, muddled especially by 'romantic socialists' within the party. Answers in Bands I & II will address the key issue in the question. Answers in Band I will be reasonably balanced between evaluation of the various views in the Passages and use of own knowledge. Answers in Band II will also use both but there may be some imbalance and less careful evaluation. Answers in Band III will be mostly secure and represent a substantial attempt to answer the question, but may mix valid comments with description. Imbalance between use of Passages and own knowledge may be more significant. (Answers which use the Passages but no own knowledge have a ceiling of Band II. Answers which use own knowledge but none of the Passages have a ceiling of Band III). Band IV answers will provide a basic argument, but will miss a lot of the possible areas of discussion and may focus largely on the Passages or own knowledge with little evaluation. Band V answers will show some elements of an answer, but responses will be poorly directed to the

**question and lack coherent structure. Band VI answers will, at best, be poor paraphrases. Band VII answers will be incoherent and may be fragmentary.**

17 Discuss the view that the Treaty of Versailles was the main reason for changing British attitudes towards Germany in the period from 1918 to 1929.

[45]

**Focus: Evaluation of changing British attitudes towards Germany.**

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. The attitude of hostility expressed by phrases such as 'Squeeze Germany until the pips squeak' was a feature of the 1918 general election, and in particular of the populist press. Once the details of the Treaty of Versailles became public knowledge in the summer of 1919, then British attitude towards Germany started to change. Keynes' *The Economic Consequences of the Peace* was published in December 1919 and became the conventional wisdom of the next fifteen years. A more sympathetic attitude towards Germany emerged, leading to the Dawes Plan in 1924 and the Locarno Treaties of 1926. Thus the 'harsh' terms Versailles did cause a change in attitude, at least in the British political elite. How far the British public felt the same way is harder to assess. However, there were other reasons why British attitudes shifted. These provide the basis of different interpretations. These reasons include: the growing British hostility towards France and its desire to implement the Treaty of Versailles, the desire to encourage the recovery of the German economy as a prelude to a wider economic recovery, the idea that a strong Germany was needed as a bulwark to contain Soviet Russia. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.

18 Discuss the view that the British government finally abandoned the policy of appeasement only in September 1939, rather than in March 1939. [45]

**Focus: Evaluation of reasons why Chamberlain took Britain to war.**

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. March 1939 has traditionally been seen as month of the U-turn and the Polish guarantee as the evidence of that U-turn. Some have put forward September 1939 as a more valid date, arguing that the government (especially Chamberlain) was still hoping to settle with Germany, even as Poland was invaded. Thus it was the House of Commons which pushed the government into war. Further evidence against a change in March 1939 might be the British reluctance to negotiate an alliance with the USSR during the spring and summer of 1939.

Band I answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. Band II answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). Band III answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in Band IV will be mostly relevant and will try to argue but may miss major points. In Band V there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. Band VI answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. Band VII answers will show no ability to get to grips with the key issue. They may be fragmentary.

Stalin and the Development of the Cold War in Europe 1941–55

19(i) Compare the views expressed in Passages B and D on the aims of John Foster Dulles. [15]

Candidates should bring out both similarities and differences in views expressed in the Passages. Candidates may point out that there is much in common between the two Passages. In Passage D Phillips talks of ‘massive retaliation’ which ‘required a policy of brinkmanship, being ready to go to the brink of nuclear war.’ In Passage B, Ward refers to Dulles threatening ‘massive retaliation if any communist boot stepped beyond the territory already held’, declaring the US ‘must be prepared ‘to go to the brink’ of war. Ward says Dulles was ‘ready to run the risk of nuclear holocaust to make the Communist empire crumble from within and especially to roll it back. Passage B thus goes further than Passage D in suggesting that Dulles intended to roll back communism rather than just to prevent its expansion. However, there is a more significant difference in that Ward in Passage B regards all of Dulles’ policies as ‘bluff’ and exemplifies this by reference to the Soviet crushing of the East German rising of 1953 and the consequent US inaction. **Band I** answers will focus on the similarities and differences in the interpretations offered in the two Passages in a sustained, coherent comparison. **Band II** answers will do most of this, but in a less developed way. There may be some unevenness. The answer may be less coherent. The comparison in **Band III** answers will be evident and have a sense of structure, but there may be more description or extraneous knowledge used irrelevantly. Answers in **Band IV** will be relevant but may show a limited understanding of the comparison, miss some points and will tend to be sequential. There will be little structure. **Band V** answers will make a basic comparison and show a basic understanding of both Passages, but major items will be missing. **Band VI** answers will, at best, be poor paraphrases. **Band VII** answers will be incoherent and may be fragmentary.

**(ii) Using Picture A and these three Passages and your own knowledge, discuss the view that the USA was to blame for the continuation of the Cold War in Europe from 1949 to 1953.** [30]

What matters is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages. Some candidates may use Picture A to support the assertion given in the question, as the Soviet poster shows the US threatening the USSR with bases. Passage C argues that the Soviet leadership was seeking world peace, but implies that events in East Germany make this hypocritical. Passage D and Picture A may provoke some discussion as to where the blame for the

escalation of the nuclear arms race should fall. Candidates may argue against the assertion in this question by reference to the crushing of the East German rising (Passages C and B) and the implied reference to the harshness and unpopularity of communist policies in East Germany. From own knowledge, candidates may refer to events such as the Berlin Blockade in 1948-49 by the Russians to add further support to their argument.

**Answers in Bands I & II will address the key issue in the question. Answers in Band I will be reasonably balanced between evaluation of the various views in the Passages and use of own knowledge. Answers in Band II will also use both but there may be some imbalance and less careful evaluation. Answers in Band III will be mostly secure and represent a substantial attempt to answer the question, but may mix valid comments with description. Imbalance between use of Passages and own knowledge may be more significant. (Answers which use the Passages but no own knowledge have a ceiling of Band II. Answers which use own knowledge but none of the Passages have a ceiling of Band III). Band IV answers will provide a basic argument, but will miss a lot of the possible areas of discussion and may focus largely on the Passages or own knowledge with little evaluation. Band V answers will show some elements of an answer, but responses will be poorly directed to the question and lack coherent structure. Band VI answers will, at best, be poor paraphrases. Band VII answers will be incoherent and may be fragmentary.**

20 Assess the reasons for the Truman Doctrine and the Marshall Plan. [45]

Focus: Evaluation of reasons why containment of communism was adopted.

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. In terms of the Truman Doctrine, candidates may discuss aspects such as: Truman's personality, the significance of both Roosevelt's death, Truman's inexperience. Candidates may consider the influence of 'hardliners' (eg. Kennan), the impact of Kennan's telegram of February 1946 and/or the 'Mr. X' article of July 1947 on the development of policy. Candidates may deal with a range of significant events, such as: the take-over of Eastern Europe, the Iron Curtain speech, the civil war in Greece. In terms of the Marshall Plan, candidates may discuss aspects, such as: giving selfless help to the needy West Europeans, preventing the spread of communism (basically the financial clout behind the Truman Doctrine), dollar diplomacy, an attempt by the US to implant an informal American Empire in Europe. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.



21 Discuss the factors that led to the communist takeover of Eastern Europe from 1944 to 1948. [45]

**Focus: Evaluation of reasons for the communist take-overs.**

What matters is not the conclusion reached but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached. Candidates should have a sound grasp of the nature of the historical debate. Stalin's take-over of Eastern Europe can both be viewed as a response to the need for future Soviet security, and as a deliberate expansion of Russia's empire. Candidates may deal with points such as: in the immediate aftermath of the war communist policies did appear reasonably attractive and popular across much of Europe, the Russians had played a significant role in ridding the Eastern European countries from Nazism. Candidates may consider developments in the satellite states in order to shed light on Stalin's motivation. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I** answers will deal with a good range of issues (although there can be some imbalance) as they focus clearly on the demands of the question. Analysis or explanation will predominate. There will be a clear focus on historical debate and on appropriate evidence in support of the argument. **Band II** answers will do most of this but, although mostly sound, will be uneven in patches (missing some points and/or evaluating the debate less well). **Band III** answers will pay attention to assessment, but may be very descriptive or the approach taken may be narrow and lacking in supporting evidence. There will be more unevenness than in Bands II or I. There will be valid comments, but answers will be patchy and address the question less well. Answers in **Band IV** will be mostly relevant and will try to argue but may miss major points. In **Band V** there will be some elements of an appropriate answer and a sense the candidate recognises the issue in the question, but analysis or explanation will be rudimentary. There may be significant inaccuracy. **Band VI** answers will not be properly focused on the key issue in the question. There might be limited relevance and no sense of debate. **Band VII** answers will show no ability to get to grips with the key issue. They may be fragmentary.





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RECOGNISING ACHIEVEMENT

Mark Scheme 2590  
January 2005

## Themes in History 1066-1796

## Unit 2590

## England 1066-1228

## The Government of England 1066-1216

**1 To what extent was the reign of Henry I the most important turning-point in the development of English central government in the period from 1066 to 1216?**

Focus: Assessment of the relative importance of a turning-point in the development of government.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Under Henry I Anglo-Norman government was at its most sophisticated, e.g.: the Exchequer, justiciar, treasurer, juries of presentment, general eyres were all in use; there was systematic control of finance with sheriffs' accounts being heard regularly; the systematic recording of annual accounts began with the Pipe Rolls. However, there were important developments in other reigns too. Under William Rufus, there was increased centralisation and, with Ranulf Flambard, the origins of the office of chief justiciar. Henry II's reforms included the use of assizes (e.g. of novel disseisin or of mort d'ancestor) to initiate judicial procedures, the emergence of the general eyre. He also introduced the first tax on movables. Under Richard, there were further developments in the office of chief justiciar, especially in the time of Hubert Walter who, for example, used his great power to set in motion an investigation larger than any seen previously into administrative, judicial and financial aspects of government. In John's reign, chancery records were kept far more systematically than ever before (e.g. in the form of charter rolls and patent rolls) and the chancery was the centre of John's government. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/ continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**2 'The development of feudalism was the most important factor in the development of English common law in the period from 1066 to 1216.' How far do you agree with this assessment?**

Focus: Assessment of the relative importance of feudalism compared with other factors in the development of English common law.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Development of feudal tenure, feudal custom and feudal courts in the aftermath of the Conquest combined to lead to the standardisation that was fundamental to the development of common law but, even before this, Anglo-Saxon shire and hundred courts and the Anglo-Saxon writ played a part in creating uniformity. Moreover, common law would not have developed without the contributions of Henry I and Henry II in providing the necessary stimulus and machinery. Henry II, for example, was able to build on Henry I's use of local justiciars, and introduced developments of his own: e.g. possessory assizes, general eyres, increasingly professional justices, the returnable writ, the Assizes of Clarendon and Northampton with their tightening of criminal law, and the growth of the use of juries. Church courts and canon law helped too by developing practices (eg. sworn inquisitions and a rational method of pleading) which were adopted in the royal courts, partly because of the number of clerks, educated in canon law, who were given judicial appointments by the king. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**3 Assess the importance of baronial self-interest in bringing about the breakdown of effective government in England in the period from 1066 to 1216.**

Focus: Evaluation of reasons for the breakdown of effective government.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Effective government really broke down only in the reigns of Stephen and John. In both periods baronial self-interest played an important part. Under Stephen, barons' desire to limit the difficulties of having a different overlord in Normandy and in England helped to weaken the king, as did their taking advantage of the length of the civil war to build up their authority in areas which had slipped from royal control. Under John, barons did not trust the king, blamed him for sixty years of Angevin rule which had undermined their interests, and suffered territorially and financially (when the king increased taxes to fund his policy in Normandy) as a result of

his failures in Normandy. John's presence in England meant that he attracted their opprobrium rather than his chief justiciars. However, baronial self-interest was a factor in most rebellions, but in other periods rebellion did not lead to breakdown of government. Other factors played their part too, such as the personalities of the monarchs. Stephen was brave but unreliable, capricious and apparently incapable of persevering with a task to its completion; John was regarded as opportunist, unreliable and cruel. Both monarchs also failed to keep the support of the church. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

### **Crown, Church and Papacy 1066-1228**

*4 To what extent was Anselm's relationship with the crown typical of that of archbishops of Canterbury during the period from 1066 to 1228?*

Focus: Relative evaluation of the royal relationship of archbishops.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Anselm's relationship with the crown varied. Early on there was friction, first with William Rufus over a variety of issues (including taxation, which pope to recognize and the quality of troops Anselm provided for Rufus) and then with Henry I over Investiture. This led to two periods of exile, but subsequently he and Henry were able to reach a compromise: bishops would do homage and the king would not invest with the ring and staff. The Investiture Contest itself did not cause further trouble but other aspects of the growing power of the church did. Becket and Henry II quarrelled over church property and whether criminal clerks should be tried only in ecclesiastical courts. Like Anselm, Becket went into exile but his reconciliation with the king was very short-lived. Innocent III's exercise of papal power led to poor relations between Langton and John, with Langton being denied entry to England until John reached a reconciliation with Innocent in 1213. On the other hand, some archbishops enjoyed good relations with their kings, especially Lanfranc with William the Conqueror under whom the church became a significant factor in the imposition of Norman rule, and Hubert Walter with Richard I. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period.

**Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**5 'The growing power of the Church was the main reason for changes in the administration of Church law in the period from 1066 to 1228.'** How far do you agree with this assessment?

Focus: Relative evaluation of reasons for changes in church law.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. The growing power of the church led to developments in canon law and greater definition of areas of ecclesiastical jurisdiction. Becket's stand over criminous clerks, itself an expression of the growing power of the church, led eventually to the acceptance of the idea that they could be tried only in the ecclesiastical courts. By 1200, there had also been considerable clarification of the sort of cases which were to be settled in the church courts. Another aspect of the growing power of the church was the growth of the pope's authority as a result of the papal reform movement and this made it increasingly attractive to appeal to Rome as the ultimate court of appeal. Popes were often canon law specialists, which further encouraged the growth of appeals. However, some factors were more political e.g. the confusion of Stephen's reign also enabled appeals to Rome to proliferate. Earlier, Lanfranc's good relations with William I led to William allowing some separate ecclesiastical justice, which in turn laid the foundations for church courts, which then widened their activities later in the period. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited

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**6 'Popes intervened in English affairs mainly to strengthen their own authority and influence.' How far do you agree with this assessment of the period from 1066 to 1228?**

Focus: Relative evaluation of reasons for papal intervention.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. At first glance, various reasons lay behind papal intervention in English affairs. Political reasons were, for example, the cause of Gregory VII sending a legate to persuade William I to become a papal vassal, of Langton's suspension when he refused to excommunicate the baronial rebels and of Alexander III threatening to place England under an interdict in order to end the conflict between Henry II and Becket. Earlier, the pope had supported Stephen in the hope of winning concessions for the English church. Support for the archbishop could lead to intervention as in the case of Anselm; so could church reform as when Lanfranc was summoned to Rome. The pope would not have been in a position to do any of this had his authority not been increased by the papal reform movement, but each intervention was also an opportunity to strengthen his position further. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/ continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**England 1485-1603**

**Rebellion and Disorder in England 1485-1603**

**7 How important was the nobility in upholding political stability in Tudor England?**

Focus: Assessment of the nobility's role in upholding political stability.



The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. The nobility was vital to the crown in maintaining political stability. Many nobles served as royal councillors, were sheriffs, lords lieutenants and commissioners of the peace. They were required to suppress disturbances at all levels of society and particularly in the north and west of England, and the Welsh Marches. Occasionally they took part in rebellions or proved diffident in suppressing them; such occurrences demonstrated their potential danger to the Tudors. Henry VII had most political problems but their continuing influence, even when they had been subordinated to royal authority, was apparent during the minority rule of Edward VI. Of course they were not the only group or force responsible for upholding political stability. The clergy and lesser gentry may well be considered but it is important that candidates focus principally on the nobility. Answers may consider a range of issues, e.g. the role of the nobility as administrators and law enforcers, their relationship with commoners and examples when, for instance, nobles put down a rebellion (1549), stood back (1497) or joined in (1569). **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

## **8 Explain why some rebellions presented a greater danger than others to Tudor monarchs.**

Focus: Explanation for varying degrees of danger.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Rebellions presented the greatest danger to a monarch when the rebels entered or neared London (Cornish, Wyatt and Essex rebellions), grew in size to outnumber royal armies (Pilgrimage of Grace, Western, Ket's and Northern Earls' rebellions) or endangered the life of the monarch (Sinnel and Wyatt). Most rebellions lacked cohesion and unity of purpose, were protests against government policies and ministers rather than the monarch and, with skilful handling, could be persuaded to disperse. Answers may assess and compare a range of rebellions in developing their explanations. Some answers may distinguish between monarchs and ministers, and conclude that what was most endangered was not the life of the monarch but the career of a minister. The focus of the answer, however, needs to be on the extent of danger presented by rebellion rather than on the aims of the rebels.

**Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/ continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

### **9 Assess the importance of social and economic factors in causing localised disturbances in Tudor England.**

Focus: Assessment of social and economic factors as a cause of localised disturbances.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Social and economic complaints about taxation, enclosures, engrossments, food shortages, rising prices, rack-renting, and landlord-tenant relations occurred throughout the period but were particularly acute in 1525, 1549 and 1596. Behind most local disturbances lay social and economic grievances but candidates should be able to discern and explain why some times they were the principal issues and on other occasions religious and political factors were paramount. Some answers may compare social and economic factors with religious/ political factors, but this is not essential for any Band. However, it is important that social and economic factors are addressed. Better answers will be aware of the difference between 'local' and 'national' disturbances. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/ continuity. Facts will be given on a few relevant topics but with little attempt to link

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### **England's Changing Relations with Foreign Powers 1485-1603**

#### **10 Assess the reasons for the changes in England's relations with Scotland from 1485 to 1603?**

Focus: Assessment of changes over time in Anglo-Scottish relations.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Anglo-Scottish relations fluctuated throughout the period although they generally became more stable as the century progressed. Part of the changes can be explained by an improved relationship with France after 80 years of Anglo-Spanish friendship. The critical juncture was arguably Elizabeth's accession and a revolution in Scotland which led to the establishment of a Protestant regime and the expulsion of the French from Edinburgh. Equally crucial was the personal attitude of Tudor rulers towards Scotland: Henry VII, Mary and Elizabeth avoided confrontation and the Scots were either unable or unwilling to act aggressively. On the other hand, Henry VIII and the Duke of Somerset behaved more ambitiously and sent armies into Scotland. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

#### **11 Assess the importance of political factors in shaping Tudor foreign policy.**

Focus: Assessment of political factors in determining foreign policy.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Some answers will focus solely on political factors (security of the realm, dynastic and marriage alliances, ministerial

factions, changing European conditions; trade agreements are not irrelevant either). Some answers may compare how these affected the making, implementation and development of foreign policies. Others may compare political with other factors (e.g. religious, economic, foreign) to give a more contextual assessment. Both approaches are legitimate routes provided the question of 'shaping' (i.e. forming, influencing and developing foreign policies) remains central to the answer. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

## **12 'Consistent aims, inconsistent methods.' Discuss this view of Tudor foreign policy.**

### Focus: Evaluation and comparison of aims and methods.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Answers may examine the relationship between aims and methods for each of the Tudors and account for the predominant trend of continuity and occasional changes. Better answers may well challenge the premise of consistent/inconsistent to show when and why there were fluctuations. Security, peace, trade, dynastic union are likely to be the main aims, which were attained by marital, political and commercial alliances, and by war. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support.

**Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/ continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

## England 1558-1689

### The Development of Limited Monarchy in England 1558-1689

#### 13 How far were England's rulers responsible for parliament's challenge to their power between 1558 and 1689?

Focus: Evaluation of rulers' responsibility for parliament's challenge to their power.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Answers may identify the main reasons for parliament's challenge to rulers and the part played by rulers themselves in each of the historical periods between 1558 and 1689, including the Interregnum. Better answers are likely to examine how the issues developed and changed over time – from the Commons' demanding rights instead of privileges to the point where they began to assert some of them. Was parliament provoked by any particular ruler? Did it act reasonably? Why were matters more serious under Charles I than under Elizabeth and James I? Were the constitutional problems under Cromwell and the later Stuarts their fault, their legacy or the result of other factors? Better answers may assess the relationship between rulers and their parliaments across the whole period to determine the prime reasons for parliament's challenge. Better answers may well discuss legal and religious as well as political factors behind the conflict. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** Answers will use various examples to evaluate the question, for example: Elizabeth's prerogative, James' clash with Coke, Charles I's attachment to Buckingham, Charles I's support for Arminianism, Cromwell's inconsistency, Charles II's pro-French policies, James II's Catholicism. **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/ continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no

understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

#### **14 Assess the reasons for the changing opposition to English monarchs during the period from 1558 to 1689?**

Focus: Evaluation of the explanations for the fluctuating opposition to the monarchy.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. The principal opposition to the crown was due to political and religious issues. At times there was very little opposition and it was rarely formalised but its potential to challenge a monarch's policies, ministers or even the queen/king was ever present and occurred in the reigns of Charles I and James II. Anglicans initially supported the crown but wavered with the rise of Arminianism and latent Catholicism, Charles II's apparent support for non-conformity and James II's open Catholicism. Both Puritans and Catholics opposed the crown for part of this period but in varying degrees and, of course, for different reasons, which need to be explained. Many MPs, gentry, merchants and lawyers also came to oppose the crown: why this was so may be explained by some. Answers may point out that the opposition facing Charles I, Charles II and James II was considerably different from the groups who criticised Elizabeth and James I. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**15 Assess how religious developments influenced the crown's relationship with parliament from 1558 to 1689.**

Focus: Assessment of religious issues in crown-parliament relations.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. If candidates understand why religious issues became increasingly central to the crown's relationship with parliament, then they should be able to assess how and when this occurred and its significance. Elizabeth's relations were not seriously affected due to the moderate nature of her Church Settlement and her handling of subsequent challenges upon it from Puritan MPs. James I's tolerant but Protestant inclinations brought religion back into focus, and fear of Catholics cast a shadow over each of his four parliaments. His reluctance to support continental Protestants angered MPs and compromised his domestic policies but it was Charles I's Catholic and Arminian sympathies which brought matters to a head in 1629 and again in 1640-42. The ambivalent attitude of Charles II, the open Catholicism of James II and the professed Calvinism of William III, all led to uneasy parliamentary relations. Answers may focus on the significance of the impact of religious developments and show how they affected political, financial and foreign affairs, and thus influenced parliamentary relations. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**Dissent and Conformity in England 1558-1689****16 Assess the reasons why the strength of anti-Catholic feeling in England varied during the period 1558-1689.**

Focus: Evaluation of the reasons for fluctuations in anti-Catholic feeling.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. The strength of anti-Catholic feeling varied in the course of the period. In Elizabeth's reign it was most intense in the 1580s when plots to free Mary and kill the queen occurred, when Jesuits and missionaries were at large, and when the threat of invasion hung over the country. Legislation against Catholics began in 1570, intensified in 1581 and continued until 1593. Anti-Catholic

sentiments re-commenced with the Gunpowder plot, the rise of Arminianism, the Thirty Years' War, Charles I's marriage policies and the growth of the Counter Reformation in continental Europe. Charles II's pro-Catholic/absolutist tendencies and his links with France ensured Protestant MPs stayed alert but the Popish plot and attempts to exclude James between 1678 and 1681 saw feeling reach fever pitch. Anglicans, lawyers and MPs expressed concern at James II's favouritism towards Catholics which climaxed in 1688. Better answers may assess and explain why concern over Catholics in England rose and fell but never totally disappeared. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

### **17 To what extent did English Puritanism change from 1558 to 1689?**

Focus: Evaluation of changes in the nature of Puritanism.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Puritanism underwent significant changes during this period: from a broad religious movement with a limited following and few political pretensions beyond loyalty to Elizabeth to a variety of popular sects, with political, social and religious ambitions in the mid- to late-17<sup>th</sup> century. Many answers may explain how and why English Puritanism developed and compare its condition (nature, strength, purpose, relationship with Anglicanism and Catholicism) at varying stages of this period. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to



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### **18 How successfully was religious uniformity imposed from 1558 to 1689?**

Focus: Assessment of degree to which religious uniformity was imposed.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. At first the authorities (crown, church, parliament and local officials) were largely successful in imposing religious uniformity through legal, religious and political means. After 1603 the Stuarts had a more difficult time due to an increase in political tension associated with Arminianism, Catholicism, non-conformist Protestants, and to their patronage and organised opponents. The problems of imposing religious uniformity increased as the 17<sup>th</sup> century progressed due in part to the libertarian mood of the 1640s and 1650s, and to the sympathy for non-conformists shown by Charles II, James II and William III. By 1689, the Church of England remained the dominant faith, but minority beliefs were now not just practised but, in most cases, given limited legal toleration. Better answers may examine and explain the reasons for an increase in toleration and identify periods of comparative uniformity. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/ continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**Europe 1498-1610****The Development of the Nation State: France 1498-1610**

**19 Assess the importance of social and economic changes in the development of France as a nation state from 1498 to 1610.**

Focus: Assessment of social and economic changes.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Expect candidates to assess a range of social and economic issues relevant to France's development in the 16th century. Rising levels of population, inflation and taxation; expansion of trade, industry and commerce; problems of food supplies, plague and poverty, may all figure in better responses but do not expect an even split between social and economic nor total coverage of each of these issues. How and how far these changes affected the development of France will be the key to effective answers. Some may link social and economic changes to other developments, which will be fine, but if answers dismiss social and economic changes as unimportant or irrelevant without first examining their merits, then they may **not rise above Band III. Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**20 How far do you agree that the power of the French monarchy was greater between 1515 and 1547 than at any other time from 1498 to 1610?**

Focus: Assessment of the strength of the monarchy under Francis I in the context of the period 1498-1610.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Most candidates will agree with the title, referring to Francis's control over nobles, the Church, *parlements*, and the rising power and wealth of the monarchy. However, he was not an absolute monarch and, although Henry II exercised similar authority over France, so much depended on the personality of the king. The period between 1560 and 1598 revealed the limitations of kings and the potential of the nobility to restrict their authority. Louis XII and Henry IV respectively sought to establish and restore royal authority throughout France but neither exercised as much power as Francis. Answers may examine the reign of Francis I in

terms of his power and compare it with his predecessor and successors. Better answers may consider simultaneous limitations and strengths of the monarchy at any given point. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**21 'It divided rather than united France.' Discuss this view of religion in the development of France from 1498 to 1610.**

Focus: Assessment of religion as a divisive or unifying force.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Religion was both a unifying and dividing force and better candidates should be able to show how France was affected in the course of the period in question. The growth of protestantism created tension in political, court, academic and religious circles but the Day of Placards may be seen as a turning-point. Thereafter, the Catholic Church, the *parlements*, the universities and the crown united to attack heretical groups and so forced Lutherans, humanists and Calvinists on the defensive. By 1550, religion seemed to be uniting France but support given to Huguenots by princes, nobles and many urban and rural groups led to the appearance of social and political divisions. The wars of religion from 1562 divided France until 1598, and a legacy of bitterness and intolerance remained even after Nantes. Better answers may consider the strength of the Catholic Church and state, and show how the growth of Protestantism affected the development of France. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some

awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

### **The Catholic Reformation in the Sixteenth Century**

#### **22 Assess the role of the sixteenth-century popes in reforming the Catholic Church.**

Focus: Assessment of 16<sup>th</sup> century popes in the context of the Catholic Reformation.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Many answers may regard the papacy's role in the Catholic Reformation as having been pivotal to its success, although some answers may want to focus on other contributing factors. Provided an assessment of the papacy is central to the question of reform, other factors such as the Council of Trent, Jesuits and secular leaders may legitimately be considered. Better answers may focus on the papacy, contrasting its limited role before Paul III (1534-49) with later very significant papal contributions (e.g. by Gregory XIII, Sixtus V). **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**23 'The creation of the Jesuits was the most important development in the sixteenth-century Catholic Reformation.' How far do you agree?**

Focus: Assessment of the work of the Jesuits in the context of the 16<sup>th</sup> century Catholic Reformation.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. This question requires candidates to assess the work of the Jesuits in the 16<sup>th</sup> century. This might be done via a comparison with other new religious orders (e.g. the Capuchins), the Council of Trent or certain individual popes (an overlap is to be expected with answers to Q.22 – that is fine), but the heart of the essay should be the Jesuits and what they had achieved/not achieved by 1600. Better answers may focus on the Jesuits, contrasting the condition of the Catholic Church and faith before 1540 with the situation in 1600, and determining how far developments in the Catholic Reformation were due to their work. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/ continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**24 To what extent had the Catholic Church been reformed effectively during the course of the sixteenth century?**

Focus: Assessment of the developing condition of the Catholic Church.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. How candidates interpret 'reformed effectively' will probably hold the key to a good mark. Many answers may look at the papacy, ecclesiastical institutions, the clergy, the spiritual condition of the laity. Answers may compare the spiritual and moral condition of the Church, and its leadership, between 1500 and 1600. How successful were the new orders, and perhaps the Jesuits in particular? Did the Tridentine Decrees have any real impact on the ground in various parts of Catholic Europe by 1600? The nature of evidence will be important here, assessing aspects such as, e.g.: the extent of heresy, prosecutions by the inquisition, reports of clerical abuses, the quality of popes, bishops and cardinals, visitation records, the variable rate of improvement in different states. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands

of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

## Europe 1598-1715

### The Decline of Spain 1598-1700

**25 'By 1650 the decline of Spain was so far advanced it could not be reversed.' How far do you agree with this view of Spain from 1598 to 1700?**

Focus: Evaluation of Spain in 1650 compared with its condition throughout the 17<sup>th</sup> century.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. By 1650, Spain faced many serious difficulties. It had suffered military and naval defeats, surrendered its sovereignty over the United Provinces, was still at war with France and Portugal, and had been forced again to suspend interest repayments on a state debt fast approaching 200 million ducats. Its American trade had been attacked by Dutch, English and French merchants, imports of silver bullion were decreasing, revolts continued in Catalonia, and other areas of the *monarchia* (e.g. Andalusia, Aragon and Naples) were seething with discontented subjects. On the positive side, Spain's condition was not beyond redemption, as the 1650s showed: by 1659 it had recovered Catalonia, inflicted several military defeats on France between 1652 and 1656, and negotiated a satisfactory settlement at the Pyrenees. Yet, by 1700, Spain's position was very poor. Candidates may point to the new wars against France after 1667 or the weak administration of Charles II after 1665 – both developments were impossible to predict in 1650 but the financial and economic decline continued and the loss of Portugal in 1668 was always likely. Answers may focus on the main reasons for Spain's condition in 1650, assess the nature of its decline since 1598 and consider whether, in the light of what happened after 1650, decline was reversible. Many answers may agree that Spain was unable to escape the slippery slope after c.1650. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole

period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

## **26 Assess the importance of war as a cause of Spain's declining economy in the seventeenth century.**

Focus: Assessment of war as a cause of the declining economy.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Candidates should consider why Spain's economy declined in the seventeenth century, with special reference to war. Most answers may agree that military and naval costs in wartime had an adverse effect on finances, trade, manpower and agriculture. They may refer to periods of war to show how the resulting rise in taxes and debts, the fall in American bullion, and the loss of lands weakened the economy. Other factors, however, played a part in the economic decline and could be considered, e.g. inherited debts and *juros* payments, failure to develop or protect its transatlantic trade and world empire, limited industrial investment, farming practices that were still medieval, the expulsion of the moriscos. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**27 Which seventeenth-century monarch do you hold most responsible for bringing about the political decline of Spain? Justify your answer with reference to the kings of Spain from 1598 to 1700.**

Focus: Comparative assessment of three monarchs and their administrations.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Many answers may hold Charles II most responsible and Philip III least responsible for Spain's political decline, if only because Charles was a physically and politically weak king who presided over the near collapse of the empire. On the other hand, answers could argue that the greatest political damage occurred under Philip IV: revolts, rebellions and wars at home and abroad, largely due to inept policies and poor leadership. Some candidates may also hold Philip III and Lerma responsible for failing to implement reforms before the problems deepened; or even blame Philip II for bequeathing a poisoned chalice although details of his reign fall outside the specification. **For marks in Bands I and II**, answers must compare all three kings and, by inference, their governments, before reaching a judgement. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

### **The Ascendancy of France 1610-1715**

**28 Assess the importance of economic factors in explaining the rise of France from 1610 to 1715.**

Focus: Assessment of France's economy in its ascendancy.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Candidates should focus on explaining the importance of the economy in the wider context of rising French power and to assess its strength and weaknesses during this period. Most answers may stress the improvement in state finances, especially under Colbert, the expansion of trade, industry and transport, but better essays should also be aware of various limitations, e.g. reaction to high taxation shouldered by the bourgeoisie and peasantry, inadequate agricultural produce to feed a growing population, insufficient ships to rival Dutch and British maritime



traders. Essays can link economic developments directly to the rising power of France, e.g. military successes, commercial prosperity, growth in royal power, wealth and patronage, as exemplified by Versailles in Louis XIV's reign. Some answers may refer to other factors to explain France's ascendancy - that is fine, provided the importance of economic factors is given substantial treatment. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

### **29 How far were French kings absolute monarchs from 1610 to 1715?**

Focus: Evaluation of power exercised by French kings.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. All 17<sup>th</sup> century French kings claimed to be absolute, but only Louis XIV came close to achieving this ideal. Worshipped as the sun-king, he controlled the Church, commanded the largest army in Europe, had the most extensive and bureaucratic administration and lived at Versailles, the epitome of absolutism. Yet both Louis XIV and Louis XIII faced limitations: tax and fiscal problems, Jansenism, papal claims, a small navy, ambitious nobles, independent *pays d'états* and awkward *parlements*. Answers may assess the areas where the monarchy appeared to be absolute and those features which limited its power. Better answers may seek to show how and how far the monarchy increased its authority during the course of the period. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to

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### **30 How far do you agree that France's greatness in the seventeenth century owed more to military success than to political leadership?**

Focus: Comparative assessment of military and political factors in the greatness of France.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. France's army at the end of the 17<sup>th</sup> century was the most powerful, largest and best equipped in Europe. The reforms of Le Tellier and Louvois, the innovations of Vauban, the leadership of generals such as Turenne, Condé, Tallard and Marsin, and its vast human, fiscal and military resources enabled France to invade Spanish territories at will and to threaten the United Provinces and allied armies for much of the second half of the century. After 1659 it took the combined forces of the United Provinces, England, Austria and the Empire to counter its might. Its navy was not so strong during this period; indeed, in the early part of the century neither the army nor navy was that powerful. Many answers may suggest that political leadership was the reason for France's greatness, citing reasons such as, e.g. the increasing absolutism of the monarchy, the quality of ministers led by Richelieu, Mazarin, Colbert and others, the magnificence of Versailles and its patron Louis XIV – since these were the foundations upon which the state rested and without which military achievements would have been impossible. Better answers may compare military achievements with leaders such as Louis XIII and Richelieu, Louis XIV and Mazarin, Colbert, Louvois *et al* to determine which contributed more to French greatness. How answers define 'greatness' may be crucial. Additional factors may validly be assessed, but they are not a requirement for any Band. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/ continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no

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### Europe 1661–1796

#### From Absolutism to Enlightened Despotism 1661-1796

#### **31 How far were political ideas about absolutism in France marked more by change than continuity from 1661 to 1789?**

Focus: Assessment of change and continuity in political ideas in France over an extended period.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. The question arises from part of the description of the Key Theme and associated Content, ‘The theme concentrates on change and continuity ... Candidates should consider the nature of absolutism ... Political ideas on absolutism and the divine right of kings, the political writings of the *philosophes* (specifically Diderot, Rousseau, Voltaire) and their impact on ideas of “despotism”.’ Most answers may emphasise change very heavily, but consideration of some elements of continuity is very possible. In Louis XIV’s reign, absolutism was accepted and lauded by people such as Bossuet. Even critics such as Fénelon did not criticise the idea of absolutism as such but focused on particular aspects of policy. Diderot, and other *philosophes*, used reason to justify his call for change and linked political ideas with a wider world of ideas, for example in the *Encyclopédie*. However, his enlightened ideas had their limits and he was intolerant of some other writers. Voltaire attacked privilege and the particular place of the Church but he attacked the inefficiency of the political system rather than monarchy as such. Rousseau offered *Du Contrat Social*, in which political power would be based on the general will rather than on divine right. Answers might consider other thinkers, but the particular mention of these three in the specification means that they alone may be used for answers in any mark Band. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

#### **32 To what extent can the period 1661-1796 be described ‘The Age of Enlightenment’?**

Focus: Assessment of the validity of an historical judgement.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Many answers may agree with the claim, although the best answers may well show awareness of its limits. This is not to hint that **Band I** should be withheld from answers that very largely accept the description, but 'To what extent...?' should guide the candidates to some consideration of alternative explanations. Examiners should be aware of what candidates are likely to know in terms of the specification. In particular, the content of the Theme includes only Austria, France and Russia. The paragraph of content in the specification that refers to the Enlightenment is based on absolutism, but the section that focuses more on the Enlightenment refers to religion, social change and the *philosophes*. However, even the best answers (that is those worth the maximum marks) need not consider all of these factors. Some may see the period very much in terms of a growing Enlightenment in thought, with a regard for reason. Although embryonic, the movement appeared in the late seventeenth century, for example in some of the French thinkers during the reign of Louis XIV. Relevant examples should be given credit. Other answers might prefer to see the Enlightenment as a movement that appealed to comparatively few in any class of society and one that was also limited chronologically, dismissing evidence of an Enlightenment in the late seventeenth century. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**33 'Of Maria Theresa and Joseph II, and Peter the Great and Catherine the Great, only Joseph II was an enlightened despot.' How far do you agree with this assessment?**

Focus: Assessment of a judgement about absolute despotism over an extended period.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Examiners will note that candidates are expected to have knowledge and understanding only of these four rulers – none other are identified in the specification. Accurate references to other rulers will be given credit, but is not necessary for even 60 marks. Answers will need to show an understanding of the term 'enlightened despot(ism)' and better answers will demonstrate this explicitly. The claim in the question that Joseph II was the 'only' enlightened despot implies comparison. It will be relatively easy to agree that Joseph II fits the description of

an enlightened despot while many answers may deny the description to Peter - but those answers should still explain why he was not enlightened (if this is their argument). However, some might interpret his commitment to western ideas and culture as a form of enlightenment and this can be a valid argument. His despotism should be easy to deal with. The comparisons with Maria Theresa and Catherine the Great will be more complex because of the extent of their commitment to enlightened policies and even their despotism can be questioned. Joseph II was determined to modernise Austria. There were administrative reforms, more state control over the Church and religion, and social changes especially involving serfs and economic changes. Maria Theresa implemented administrative and legal changes. There were improvements in education and reforms in the economy. She lightened the load on serfs. However, candidates might argue that many of these changes were introduced for practical rather than ideological reasons, to strengthen Austria after the weaknesses that were exposed by the defeats by Frederick the Great's Prussia. Her despotism might also be doubted because she preferred to move cautiously. Catherine the Great's reforms can be examined and assessed. It might be argued that her encouragement of western ideas and practices, for example at court and in education, prove her enlightened views but she did not carry out the social reforms that she seemed to favour at one point. Again, candidates might consider how far she was constrained by the limits of her absolutism, especially in the face of a powerful nobility.

**Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.





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RECOGNISING ACHIEVEMENT

Mark Scheme 2591  
January 2005

## Themes in History 1763-1996

## Unit 2591

## Britain 1793-1921

## Britain and Ireland 1798-1921

**1 How far was the first Home Rule Bill of 1886 the most important turning-point in undermining the strength of the Union in the period 1800 to 1921?**

Focus: Evaluation of the relative importance of the 1<sup>st</sup> Home Rule Bill in undermining the Union.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Answers must assess the theme over the full period by examining the importance of ‘1886’ in relation to other ‘contenders’ for undermining the Union, say Emancipation in 1829 or Disestablishment in 1869 which conceded on the religious aspects of the Union, the Famine which created cultural and social resentment of it. Answers need to establish appropriate criteria for assessment – whether ‘1886’ changed government thinking more radically than other events, or transformed support for Irish nationalism or led to new groups or leaders within Ireland. It is worth remembering that the Union remained until 1921 and ‘1886’ failed. Nonetheless it was a turning point in one key respect – a major British political party and its charismatic leader Gladstone committed to Home Rule, i.e. a revival of a Grattan-type Parliament. However, it was dependent on the nature of British parliamentary politics (a unified Liberal party and a liberal majority). Irish issues were electorally unpopular on the mainland, whilst Gladstone was a controversial figure. To secure passage, a reform of the House of Lords would be necessary (as Gladstone realised in 1893 with the 2<sup>nd</sup> Home Rule Bill). This might suggest the 3<sup>rd</sup> Home Rule Bill of 1912 was more important coming, as it did, after the end of the Lord’s absolute veto. The Liberal party without Gladstone remained reluctant to touch Home Rule between 1894 and 1910. Clearly between 1886 and 1912 it attempted Home Rule only when the electoral arithmetic dictated it. Answers might also comment on how little Home Rule might deliver to Irish Nationalism (very restricted powers and no Irish representation at Westminster) and its impact on strengthening Unionist sentiment both in Ulster and within mainland Conservatism. Ultimately the South rejected Home Rule and Ulster accepted it. Before 1886 much of the support was generated either by Parnell’s organisation or by agrarian issues and Church backing. After 1886, bound to Gladstonian liberalism, it had nowhere to go, surviving the fall of Parnell in 1890 but having little impact on British politics until 1910. This might suggest other events or trends over the period were more important in undermining the Union – sectarian differences from 1829, cultural issues from the 1890s, land issues from the 1830s, the demands of the 1<sup>st</sup> World War and changing British policy, especially towards the ‘Ascendancy’. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points



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## **2 Explain why the effectiveness of revolutionary nationalism varied so much in the period 1798 to 1921.**

Focus: Explanation of the varying effectiveness of revolutionary nationalism to 1921.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Answers need to establish criteria for effectiveness – the achievement of aims (one could argue that, throughout the period, an independent all-Ireland republic eluded them but that they mobilised large numbers in 1798, in the Agrarian outrages of the 1880s and post 1916), the distorting of British policy after Wolfe Tone's Rebellion and the Easter Rising of 1916 and the ability both to continue to rebel and maintain a 'blood sacrifice' (Emmet in 1803, Young Ireland, the IRB and the Fenians). The question focuses on why their effectiveness varied. The following may be referred to. The effectiveness of **leadership** could be questioned, arguably inadequate or lacking until post 1916 (Griffith, De Valera, Collins etc.), although Davitt successfully harnessed agrarian violence to nationalist ends and the personal stands of Tone, Emmet and O'Brien were important. The 1916 Easter Rising itself is a good example of inadequate arming, poor organisation and no central plan. Another factor is the dependence on **externalities** and their resolution – European War (Napoleonic and 1<sup>st</sup> World War), Famine (fuelling Irish revolutionary nationalism abroad – the Fenians), Agrarian crisis and Parliamentary Reform (1850, 1884-85, 1918). The **strategies** adopted are also important – a rising always failed up to 1916 and the secrecy adopted by the revolutionary groups robbed them of the ability to organise large numbers between 1799 and 1918 unless they exploited agrarian issues. An electoral strategy was only fully adopted in 1918 which when combined with absenteeism from Westminster proved successful, as Fenian violence had been in 1867 in forcing Ireland onto the British agenda. A very effective military and political strategy was adopted 1919-21 – targeting the Police and British Intelligence (Bloody Sunday), conducting assassinations, waging a guerrilla war which involved terrorising their own community into non assistance and setting up a 'state within a state' to control land and administration in Ireland. Another factor would be the **cultural** nationalism of the 1890s, providing a new mindset for nationalists. Some candidates may, with profit, refer to **rival constitutional nationalism** which predominated until the death of Redmond and the collapse of the Irish Parliamentary party who walked out of Westminster in 1918 over conscription. **British governments** clearly determined how far revolutionary nationalism could succeed until over-reaction between 1916 and the incident at Croke Park in 1920 led to disengagement, Partition and an imperial solution that led revolutionary nationalists into Civil War in the South. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays

will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

### **3 To what extent did Ireland remain agriculturally and industrially backward throughout the period 1798 to 1921?**

Focus: Evaluation of the Irish economy in the period 1798 to 1921.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Answers need to track agricultural and industrial trends and to understand concepts of backwardness (small plot, labour intensive agriculture aimed at family subsistence rather than larger markets and an artisan based industry) and development. Answers that focus on either agriculture or industry **cannot go beyond Band III** at best, although candidates are likely to discuss agriculture in more detail than industry. The Act of Union looked to Ireland to raise itself to mainland standards via access to Britain's colonial and world markets. In **agriculture**, this failed to happen in the first half of the period. It remained backward, over-dependent on tillage and the potato and dangerously dependent on the latter to sustain the enormous population increase (1770s: 3m; 1840s: 8m). There was little agricultural change or relocation of the population to industrial cities. Hints of the danger occurred in 1816 (crop failures) but the only response was some emigration, ever decreasing plot size and a Tithe War. The Irish agricultural system was unstable, especially in the overcrowded West. It could only be tackled through government intervention, not possible before the 1870s and then controversially. Trends, enormously speeded up by the Great Famine, did however raise agricultural standards in the second half of the period. Land was consolidated, creating middling tenant farms and eventually small proprietors, who did reasonably well despite the Agricultural Depression of the 1870s and 1880s. Money became available for Land Purchase Schemes 1887–1903 and there were efforts at modernisation. The emphasis changed from tillage to animals and pastoral products – there was not enough labour for effective tillage to continue and it lacked protection after 1846. However, better answers might point to regional exceptions – the West remained very poor (seasonal employment virtually ceasing) and backward in comparison to the cattle ranches of the East and Midlands where mechanisation made some headway. The focus with land reform was tenure, missing the vital need to address backward agricultural practice (not tackled until the 1890s and early 1900s) which would involve education, new marketing structures and especially investment. Nonetheless, small farmers and landowners did moderately well and were able to survive the political turmoil of 1916–21. **Industrially**, Ireland was more varied. Hopes that the Union would enable it to trade more freely, providing a springboard to prosperity, failed as Ireland failed to attract inward investment. Few new industries developed but existing ones, largely Ulster-based, did (linen, shipbuilding, engineering). Most 18<sup>th</sup> century growth had been

commercial and Dublin based. This declined or remained static in the 19<sup>th</sup> century but ships and engineering took off in Belfast, which developed a protestant working class and railways were built. In other respects, Ireland remained an exporter of raw materials (food, beer, stone cobbles and especially labour). Post-1850 real wages in industry rose, as did living standards but economic differences widened between Ulster and the rest of Ireland, made worse in the 1910s as Ulster prospered with war work but Dublin and southern businesses were ruined by the Troubles and the ensuing Civil War. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

## War and Society in Britain 1793–1918

### 4 To what extent did British strategic interests change in the period 1793 to 1918?

Focus: An evaluation of the extent of change in Britain's strategic interests to 1918.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Candidates must assess the theme over the full period and are likely to examine core strategic interests such as the vital importance to Britain of neutrality in the Low Countries (her back door), of maintaining a Balance of Power (particularly between France and Russia, but also Germany after 1870), of maintaining and extending her control of Global ports and fuelling stations to project naval supremacy and protect trade, to secure a changing Empire and perhaps British interests in the Americas on such issues as fishing, boundaries (US–Canada border), Slavery and Trade. On the **strategic importance of the Low Countries** (Belgium and Holland) there was continuity. Britain went to war at the beginning (1793) and end of the period (1914) to protect Belgian neutrality whilst in the 1830s the Belgian Crisis saw a determination to prevent French influence which culminated in Britain guaranteeing her neutrality (1839 Treaty and 'cause' for war in 1914). Similarly, there was continuity in the **acquisition of key ports** to project naval power and to guarantee trade and trading routes. From the Free Trade Ports scheme in the West Indies at the end of the 18<sup>th</sup>

century, through the acquisition of Cape Town and Malta in 1815, Singapore in 1819, Hong Kong in 1841, latterly Shanghai, to Cyprus in 1878 and Alexandria in 1882 (completing a strategic control of the Mediterranean from West to East, the Indian Ocean and South China Seas). In contrast it could be argued there was change on the **Balance of Power**. Britain's enemies changed from France, through Russia to Germany. From 1815 to 1856 Britain acted with France as a counter to the Holy Alliance of Russia and Austria but then backed Italian and German Unification against the interests of Austria, withdrawing into 'Splendid Isolation.' Then between 1904 and 1914, Britain associated with France and Russia to counter Germany. The beginning and end of the period saw for Britain unusual fighting on a large scale in Europe to prevent domination by France and then Germany, the intervening period a 'cat and mouse' game with Russia over the Eastern Question and Central Asia. Similarly it could be argued that there was change in the **Empire**. 18<sup>th</sup> century conflicts with France were settled in Britain's favour by 1815. There were no great power rivals in the period of free trade imperialism 1815–74. The 'New Imperialism' then forced Britain to act diplomatically and militarily to perceived Franco-German threats in Africa, Russian threats in Asia (India and Afghanistan) and Franco-Russo-US threats in Asia & the Far East. This was in addition to dealing with colonial wars triggered by rebellion, economic greed or expansionists 'on the spot! However post 1911 Africa and Asia quietened (Ententes with France and Russia) but 1914–18 saw the Middle East become a new area of contention which was reordered at the end of the 1<sup>st</sup> World War to suit British economic interests. Some candidates may choose a different approach based on specific military and naval strategy, acceptable provided they do not confuse the means for the end. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**5 With reference to the period 1793 to 1918, explain why there was more reform of the army and navy in the period after 1856 than before.**

Focus: An explanation of why the focus of reform lay after 1856 rather than before.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Candidates must assess the theme over the full period, paying attention to the period of lesser reform pre 1856 as well as the 'fuller' post 1856 period. Comment on just the army or navy

will not be able to go beyond **Band III** at best. **Before 1856** candidates may point out that the French Revolutionary and Napoleonic wars saw Britain fighting in opposition to reform with an army and navy dominated by the aristocracy who saw privateering, cavalry and purchase of commission as fundamental (and from government's point of view, cheap). There followed the complacency of victory with no 'defeat' to impel reform as happened in Prussia. There was no major challenge to the army and navy between 1815 and 1854. Law and Order issues inside the U.K. did not require change. Metallurgy and Armaments industries were insufficiently developed before 1856 when Bessemer and later Gilchrist Thomas produced stronger and cheaper steel. Technological improvements tended to be of existing guns whilst railways were insufficiently developed before the 1840s to be applied militarily. Governments were determined to economise, reducing the size of both army and navy and their respective administrations (the latter inefficient with artillery separate, the militia controlled by the Home Office and Supply and Transport under the Treasury). They were not interested in reform and under no public pressure to do so (no Royal Commission or Inquiries occurred). The existing system seemed to be geared up to the small overseas war expected of it (Greece, Near East and China). **After 1856** Britain's less than impressive involvement in the Crimean War, Boer War and initially 1<sup>st</sup> World War and awareness of a Continental threat (France navally and Germany militarily and then navally) served to push some reform on both navy and army. Aberdeen tried to reform during the Crimean War creating a War Office with its own Secretary of State in 1855, Balfour in 1903-4 created a Committee of Imperial Defence and a General Staff whilst the 1<sup>st</sup> World War saw a variety of crises before problems were dealt with. Public pressure ensured better conditions for soldiers (with a focus on hospitals, improved barracks, limited flogging) but operational reforms were lacking and a series of naval disasters in 1871 (and later) led to Royal Commissions which reported adversely on Admiralty incompetence. Once there was a Secretary of State for War, a political post, Peelite reformers like Cardwell could have an impact (merit, re-organisation, more focused aims) although continued concern with economy and other issues challenged the effectiveness of his reform. Contemporaries like Childers and Goschen at the Admiralty did less well as Gladstone, like pre 1856 PMs, showed little interest in either Army or Navy. Technological change was more obvious post 1856, particularly in the Navy (Ironclad revolution of the 1860s and subsequent 'leaps') but the tendency was for ill-assorted 'one offs' and economy to prevail before the Naval Defence Act of 1889 and the Fisher period. Better candidates will appreciate continued limitations in reform before 1903. When the enemy was even moderately efficient (Boers, Zulus and Indian Mutineers) weaknesses were exploited and humiliation occurred. Much was not done; it was 1915 before anything was attempted to ensure British industry could provide the necessary spurt of supplies. Governments were not responsive to technological initiative beyond battleship design. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be

poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

## **6 How effectively did British governments promote patriotism in the period 1793 to 1918?**

**Focus:** An evaluation of the effectiveness of government in promoting patriotism.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Candidates must assess the theme over the full period. Better candidates may be aware that throughout, but particularly in the earlier revolutionary period and in the post 1900 period, patriotism was not an ‘agreed’ concept. 18<sup>th</sup> century radicals and 20<sup>th</sup> century socialists saw Britain as fighting ideological wars, just as 19<sup>th</sup> century Liberals could argue against aggressive and imperialist war. This could complicate issues when Gladstone was in power as, after 1868, his patriotism was controversial. Nonetheless both the Liberal and Conservative state assumed a British superiority that became part of patriotism. Effectiveness applies to methods to induce support and the response to them. It could be argued that in the French Wars of 1793–1815 governments were very effective, deploying Church and King Mobs to attack Radicals, playing up the image of George III to defuse a ridiculous Prince Regent in opposition to Jacobin Terror, subsidising the patriotic press, seizing on the image of ‘Boney’ and dictatorship, stressing Burke’s ‘Reflections’ in opposition to Paine’s ‘Rights of Man’, limiting seditious literature and Meetings and controlling the Press via the Stamp Acts. Nelson was given a state funeral, Trafalgar Square was laid out and Wellington’s image played up. Post-1815 negative images were encouraged up to 1904 of both France (another Napoleon or revolutionary chaos) and Russia (a bear in a prison). By the Crimean War, patriotic public opinion in part forced Aberdeen into a declaration of war and insisting on the taking of Sevastopol with streets and pubs named after battles. Outrage came not out of a failure of government patriotically to promote the war but out of a failure to conduct it effectively. Palmerston’s governments used this to ward off Radical motions in Parliament over Chinese policy but could also be its victim (Orsini affair). With a ‘free’ and developing press post-1861, and a developing educational system post-1870, governments both promoted and sought to restrain patriotism. The press could seize on events accusing governments of not being patriotic enough (the Eastern Question or Gordon of Khartoum) but elementary schools and Disraelian conservatism fostered imperialism as part of patriotism with pink shaded maps and civilising missions. The Second Boer War saw initial government success in hiding the origins of the war (Chamberlain’s machinations) helped by the Boers attacking first and the censorship of war correspondents. There then followed a failure to promote its view of patriotism with a press that dwelt on Methods of Barbarism, Chinese Slavery, initial humiliation and dubious war aims (gold and diamond profiteering). As at the beginning of the period governments proved most effective at the end – the 1<sup>st</sup> World War saw a very successful King and Country enlistment campaign focusing on Brave Belgians and Wicked Huns, a defusing of Trade Union militancy and Suffragette campaigns, appropriate power of censorship under DORA and a well judged use of films and propaganda on the Somme which created an image of the Glorious Dead that remains with us to this day. Nonetheless, there were chinks in this effectiveness – conscription was not imposed on Ireland, conscientious objection was often well

organised in nonconformist northern towns and Siegfried Sassoon's stance proved difficult to deal with. Governments were lucky that soldiers' responses remained silent. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

### Britain 1834-1996

#### Poor Law to Welfare State 1834-1948

**7 'The most important turning-point in the treatment of the poor from 1834 to 1948 was the introduction of National Insurance in 1911.' How far do you agree with this statement?**

Focus: Evaluation of the 1911 National Insurance Act as a turning point.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Candidates may well deal with the 1911 National Insurance scheme first before discussing other potential turning points. Many may point out that National Insurance was significant in that it was a departure from laissez faire thinking about the causes of poverty. However, they may also point out that the legislation was limited (e.g. only certain groups in society were covered, contributions had to be made) and was only part of an attack on poverty. By later standards, the 1911 proposals were hardly revolutionary. Other key events and developments that may be discussed are the social surveys of the late nineteenth century, the impact of the Boer War, other parts of the Liberal Welfare reform package (e.g. Old Age Pensions), changes to insurance (especially unemployment) during the inter-war years, the Beveridge Report and the coming of the Welfare State. Although a fairly convincing case can be made for the 1911 Act being a significant catalyst for change, at least some answers may emphasise the evolution of effective policies to deal with poverty. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly

in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**8 To what extent were concerns about public health the main reason for improvements in housing during the period 1834-1948?**

Focus: an evaluation of the reasons for improvements in housing.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Many answers might argue for the assertion in the question, pointing out the link between dirt, disease and slum conditions for the whole period. The second half of the nineteenth century was characterised by endemic and epidemic diseases such as cholera and tuberculosis which went hand in hand with overcrowding and prompted successive governments to intervene to combat the problem. By the inter-war years politicians were still faced with quantitative and qualitative housing problems which correlated with public health issues as revealed by various social investigators such as Rowntree, Simon, the Coles, Hutt and Brockway. Subsequently, Labour, Conservative and National Governments passed legislation (e.g. the Wheatley and Chamberlain Acts) to make improvements. However, the question invites a balanced response and better answers may point to other influences on the construction of better housing. This might include factors such as: the lessening in the power of vested interests, rising expectations from a population experiencing rises in living standards, the effects of two World Wars, technological developments, a general shift in social philosophy from laissez-faire, self-help ideas to state interventionism and collectivism. Some answers may challenge the idea that there was substantive change in availability of better housing, especially for the poorest in society. Also, some may point out that provision was made through a number of channels and not just by governments throughout the period. This dual market was always to cause problems in enabling the effective distribution of housing stock. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only



a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

### **9 How far is the creation of the Welfare State by 1948 explained by pressure from the working class?**

Focus: Evaluation of the reasons for the emergence of the Welfare State.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Most answers may take a broad view of working class organisations, considering, for example: the work of trade unions, the Labour party (later in the period). Better responses might consider other organisations (such as: the Chartists, Friendly Societies, Mechanics Institutes) and/or consider particular events (such as the hunger marches of the 1930s). Obviously, answers must attempt to demonstrate the link between the objectives of such groups and the concept of the Welfare State. Many responses may argue that the Welfare State was only a twentieth century idea and therefore emphasise change rather than continuity, with the reforms of 1906–11 acting as something of a turning-point. Other answers might argue strongly for similarities between some nineteenth-century reforms and ways of thinking with those of the 1940s e.g. separate treatment for separate categories of the poor, although this is likely to be the approach of some better answers. Some answers may attempt to consider the relative importance of other influences, such as: the work of individuals (e.g. Booth, Rowntree), the role of charities, the impact of wars, the stance taken by other political parties, the changing state of the economy. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of

change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**The Development of Democracy in Britain 1868-1992****10 How important to the development of democracy in the period 1868-1992 were the changes in the electoral system and in the ways political parties organised for elections?**

Focus: Evaluation of changes to the organisation of political parties.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. On changes in the electoral system: Many answers may focus on two major changes during this period: the decline of patronage and the introduction of the secret ballot (1872), the extension of the franchise first to all men and then to women – and they may make the important point that extending the franchise was done in steps over a long period. Some may consider other electoral changes, such as: the end of plural voting (more democratic), the end of multi-member constituencies (perhaps less democratic). ‘Changes in the electoral system’ can be interpreted loosely - it certainly does not require detailed technical knowledge of the conducting of elections (although credit is to be given to any answers that deal with such aspects). On changes in the way political parties organised: many may argue that this was very important for the development of democracy, as this allowed expansion of the political education of the masses and more informed voting. The major changes came fairly early on in the period with the decline of patronage and the growth of local associations. There may be discussion of how the latter occurred, with reference to groups such as: the National Liberal Federation, the Liberal League, the Primrose League. For the latter part of the period, some answers might consider the emergence and development of the Labour party and how their organisation changed to appeal to all sections of the working class. There were also further developments with respect to the Conservatives (e.g. under Macmillan and Thatcher) and the Liberals (e.g. decline & revivals, changes of name, campaigning for PR). The question demands some balanced analysis with focus on measuring importance. The growth of democracy was obviously influenced by a range of factors and some of these should be assessed, particularly those linked with party organisation, (e.g. the growth of the mass media, the development of mass education). **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**11 How far was the Parliament Act of 1911 the major turning point in the development of democracy during the period 1868-1992?**

Focus: Evaluation of the 1911 Parliament Act as a turning point.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. The 1911 Parliament Act was undoubtedly a turning point, but better answers will question whether it was the major one. The 1911 Act strengthened the position of the Commons, making it no longer subordinate to the Lords. The Conservatives could no longer exploit their natural majority in the Lords so democratically elected non-Conservative parties were now confident that election manifesto policies could be steered successfully through Parliament. However, stipulations in the 1911 Act about how the Second Chamber was to be formulated in future were never implemented, and the debate has continued. Responses should balance discussion of the events of 1910-11 against that of other potentially more important or equally important turning points, such as: the election of particular parties at certain points in time (e.g. the Labour landslide of 1945), the contribution of particular prime ministers, developments in the media (e.g. the development of television), electoral reforms (e.g. the 1918 or the 1928 Representation of the People Act). **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**12 ‘During the period 1868-1992, the Conservative party was in government only when their opponents were weak and divided.’ How far do you agree with this statement?**

Focus: Evaluation of the reasons for the changing fortunes of the Conservative party.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Many answers may argue that there is some truth in the assertion. When the Liberals and Labour were struggling the Conservatives were strong (e.g. 1920s, 1930s, the Thatcher era); the opposite was also partly true (e.g. 1899-1914, 1940s). These relationships should be explained with reference to particular developments over the whole period (e.g. with respect to the rise of Labour/decline of the Liberals from 1918, third party revival linked to the SDP and the Alliance in the 1980s). However, balanced

evaluation can be expected with discussion of how Conservative party policies changed from within. There may be mention of other aspects, such as: the role of key Tory individuals (e.g. Salisbury, Baldwin, Churchill, Macmillan, Thatcher), changing party organisation, the growth of suburban electorates that favoured the Tories while declining urban populations reduced the number of 'Labour' constituencies, developments with respect to grassroots support (e.g. the collapse of the Tory party in Scotland during the last quarter of the 20th century). **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

### **The Development of the Mass Media 1896-1996**

**13 To what extent did the 'Troubles' in Northern Ireland mark a turning-point in the role of the press and broadcasting in periods of national crisis during the years 1896 to 1996?**

Focus: the role of the press and broadcasting in times of national crisis.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. It is widely accepted that the 'Troubles' in Northern Ireland marked a significant turning-point in the role of the press and broadcasting in reporting and commenting upon events of national importance, and in the relationship between politicians and the media. Governments found it harder to influence the media and had to contend with the increasing indifference or hostility to both sides among mainland public opinion while, for example, extremist Republican movements became increasingly sophisticated in their manipulation or use of the media. No detailed knowledge of the events in Northern Ireland is to be expected, and much of each answer should focus on counter-arguments about other possible turning-points, such as the 1926 General Strike (important for the opposite reason: the successful manipulation of the press and the new BBC by the government), appeasement of Germany in the 1930s, the Falklands War 1982. There are at least two possible effective ways of approaching this essay: firstly using different periods of national crisis as the basis of a structured argument; secondly by interpreting the 'role' of the press and broadcasting in times

of national crisis in different ways (providing the public with information; keeping up public morale; putting over the government's point of view; providing a balanced view of the issues; putting pressure on the government etc.) and using these different 'roles' as a non-narrative structure for the essay. However, another appropriate approach would be to look in turn at different branches of the press and broadcasting. Answers do need to consider a number of different crises across the period. Many answers may argue that the emergence of the new mass media posed a huge challenge to politicians and governments who had hitherto found it comparatively easy to manage the information available to the public during periods of crisis (e.g. by contrast with World War I). **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**14 'Politicians had a greater impact overall than the media barons on the development of the mass media from 1896 to 1996.' How far do you agree with this judgement?**

Focus: the rise of the 'press barons' and the ways governments have influenced the new media.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Better answer will address 'impact' and provide comparison and interweave throughout the essay arguments and evidence relating to both politicians and the media barons. Possible criteria or elements may include: general control/ownership; specific interventions or influence over particular news stories or periods of national crisis; type of content and look/approach/organisation of newspapers and broadcast programmes; technology; the number and reach of newspapers and broadcast stations etc. The 'media barons' may be understood to include later moguls such as Murdoch as well as those of the earlier Beaverbrook era. 'Politicians' may validly be understood by candidates to include those politicians not in government as well as those in government. Most answers are likely to argue that the emergence of mass media and new forms of communication posed a huge challenge to politicians and governments who had hitherto found it comparatively easy to manage the information available to the public. The challenge was made all the greater because of the coincidental extension of the franchise and improvements in mass education

and literacy. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**15 Compare the impact of two of the mass media on popular culture during the period from 1896 to 1996. [Compare any two of the press, radio, television]**

Focus: the impact of new forms of communication on society.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Clearly, only one of the mass media (the press) was in existence throughout the hundred years. That is not a problem because examiners will modify their expectations according to which two media are chosen for comparison. It is perfectly legitimate for candidates to choose radio and television as their two media, and thus cover only the period from the 1920s to 1996. Successful answers will provide a genuine comparison by developing an analytical structure which intertwines points and examples relating to both media simultaneously. Many answers may investigate different ways in which popular culture was affected by the mass media, looking in turn at different aspects of popular culture. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity.

Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

## Europe 1792-1919

### The Changing Nature of Warfare 1792-1918

#### **16 How far do you agree that military tactics and strategy remained essentially the same during the period 1792-1918?**

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. The tactics and strategy developed by the French armies of the 1790s and refined by Napoleon in the 1800s included the following elements: (a) Taking the offensive against the opponent's main forces, with a head-on attack on their lines and a 'movement to the rear'; (b) Combining separate armies on the battlefield to ensure maximum firepower in the offensive; (c) Integrating a 'mixed order' of infantry, cavalry and (light) artillery within the separate armies; (d) Making effective use of reserve troops at key points in the battle. However, not all forces during the Napoleonic era followed these methods – e.g. the armies of Britain and Russia which ultimately defeated an over-ambitious France. However, the French model became the standard for others to follow. Aspects of the aggressive French strategies can be found in the campaigns of Robert E. Lee in the US Civil War, of Moltke in the Austro-Prussian War and in the French strategy against Prussia in 1870. However, other states followed more defensive strategies which departed from the French model. The availability of more accurate rifle fire by the mid-19<sup>th</sup> century also caused some generals to develop more cautious battlefield tactics. The shift to more defensive tactics continued in the First World War, at least on the Western Front, as the invention of the machine gun and heavy artillery made concentrated battlefield fire even more intense. However, belief in the strategic offensive remained powerful, as is shown by the frequent attempts to break the stalemate of the Western Front in 1915-17. Some candidates may consider changes during World War I as Western Front generals drew lessons from various offensives, contrasting for example the way Haig waged the offensives of 1916 and Summer 1918. Thus while there were some common themes of strategy and tactics throughout the period, there were some important differences of emphasis. These were consequences of changing technologies and of different war aims and priorities. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity



and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**17 'Domestic factors played little part in the outcomes of wars from 1792 to 1918.' How far do you agree with this statement?**

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. The specification defines domestic factors as: 'the organisation of the state, public opinion, conscription, resources'. While public opinion played little part in the outcome of wars of this era, if only because it was rarely a force independent of the state, the other three factors were all significant in at least one major war. If the public, rather than public opinion, is identified as another domestic factor, then it is possible that the public affected the outcomes of war. This case could be argued for the citizens' war that was the American Civil War and, rather paradoxically, the defeat of Russia in 1917, as well as Germany in 1918. It could be argued that the most successful military power of the three periods of warfare between 1792 and 1918 was the power which used domestic factors most effectively. France was so successful in the Napoleonic era in part because the state ensured that men were provided in large numbers (the *levee en masse*). They enabled the French republic to put into the field armies which outnumbered their opponents and which could be subdivided into separate corps, thus enabling Napoleon's more flexible and aggressive tactics. In the mid-19<sup>th</sup> century, it was Prussia which benefited from the army reforms of Roon and Moltke. France lost in part because the organisation of the state and its resources had not adapted to the new economic and demographic realities. In the First World War, Britain and France both reorganised the domestic front to make sure they could keep fighting while the USA in 1917-18 quickly mobilised a mass army and transported it across the Atlantic; the presence of that army on the Western Front in 1918 helped halt the Ludendorff Offensive. Conversely, the failure of Germany to mobilise domestic resources effectively in 1918 also undermined their last offensive. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity.

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**18 How far did developments in transport and communications change the nature of warfare during the period 1792-1918?**

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Candidates need to establish a baseline of the limited forms of communication and transport during the Napoleonic era and the link with the warfare of the time in order to assess properly the impact of various new technologies. Answers need to address both transport and communications – a 50:50 balance is not necessary and a 60:40 balance either way can access the full mark range. New forms of transport include railways, motor vehicles, aircraft, steamships even bicycles. Their impact was felt from the mid-19<sup>th</sup> century onwards. **Railways** had a great impact on the various wars of the 1860s, in both Europe and the USA. They increased the size of the theatre of war, as armies could be moved longer distances at great speed. They increased the size of armies as large numbers of men could be brought together at short notice. They also enabled those larger armies to be supplied with materials more effectively. Once armies moved away from the railheads, however, they reverted to campaigns at the speed of the pre-railway era. **Motor vehicles** affected the First World War, enabling troops who had ‘dug in’ to be supplied, and replaced – as best shown by Verdun and the ‘Sacred Way’. **Aircraft** eventually helped the gunners of the First World War aim more accurately at enemy lines and thus allowed the ‘creeping barrage’ to be developed. From the Crimean War, **steamships** allowed large quantities of men and supplies to be moved across oceans and from one theatre to another. Again, it was the First World War which was affected most by the use of steamships, as when large numbers of American troops soon arrived in Europe in 1917-18. Developments in communications include the **telegraph**, the **letter post**, the **telephone** and **radio**. The **letter post** was perhaps the least significant, though it did provide regular contact between frontline troops and families on the home front starting with the Crimea, but especially in the First World War. The **telegraph** had an impact from the Crimean War onwards. It brought news of the war back home to Britain and France very rapidly and raised issues of censorship. It also enabled political leaders to keep in touch with their generals. The politicians could not resist trying to influence military strategy, as was the case with both Napoleon III and Bismarck. The **telephone** affected the conduct of the First World War as, eventually, did the **radio**. They enabled instant communication between different sections of an army and thus some co-ordination of their efforts, e.g. artillery and infantry. The limitations of technology meant, however, that the impact on warfare was not that great before 1918. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or

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### The Challenge of German Nationalism 1815-1919

#### 19 To what extent did Prussia help or hinder the development of German nationalism in the period 1815 to 1919?

Focus: Evaluation of the role of Prussia in the development of German nationalism.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Better answers will focus on the ways in which Prussia both helped and hindered the development of German nationalism, explaining how the increasingly dominant role played by Prussia in Germany evolved and evaluate its impact on German nationalism. Answers may compare the various aims and ideas of German nationalism with the developing impact that Prussia had on Germany. They may consider the impact that the Zollverein had on demands for nationalism. Answers may discuss issues such as: the role played by Prussia in the 1860s in forging the new Germany, the German Empire in 1871 represented *Kleindeutschland* and an enlarged Prussia, that it was a Prussian Empire rather than a German Empire. However, not all German nationalists aspired to *Grossdeutschland* and it can be argued that the creation of the Second Reich was a crucial step forward for the nationalist cause. Certainly some answers could point to the mythical status of Bismarck in German history and/or to the popularity and mass appeal of increasingly radical nationalism in the reign of William II to argue that Prussia's creation of the Second Reich was popular with many German nationalists and did not have a negative effect on the development of German nationalism. Answers might effectively address Germany's defeat in the First World War and her humiliation at Versailles for, arguably, the aims and ambitions of Prussian militarism ultimately set the German nation on course for disaster and humiliation. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured

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**20 'Bismarck was a much more successful manager of German nationalism than either Metternich or Kaiser Wilhelm II.' How far do you agree with this view?**

Focus: Relative evaluation of the management of German nationalism by key individuals.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Better answers will define 'manager' and provide a comparative focus assessing how effectively Metternich, Bismarck and William II managed German nationalism. Answers might define the ways in which the three were (or were not) effective: for example in controlling, harnessing or using nationalism. Clearly all three had different aims and different circumstances, which could enable candidates to make convincing cases for all of them. By 1848-49, no leader of the nationalist movement with mass appeal had emerged. From 1815 to 1848, the nationalist movement was too weak to effectively challenge the Metternich System: arguably this demonstrates Metternich's effective control over German nationalists. Equally, Metternich fled Vienna in 1848, though his downfall was hardly dominated by German nationalism. Many answers may argue in favour of Bismarck because of his critical role in the 1860s in the creation of the Second Reich; some may argue that he managed German nationalism by hijacking the nationalist cause for Prussia's ends. This too could be considered effective management of German nationalism. Wilhelm II's search for world power was undoubtedly populist, mirroring the development of radical nationalism, but it placed Germany in a vulnerable, dangerous position. The ultimate outcome of his policies was defeat in the Great War and humiliation at Versailles. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of

change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**21 How far did German nationalism have popular appeal from 1815 to 1919?**

Focus: Evaluation of the popular appeal of nationalism.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Better answers will have a focus on ‘How far ...?’, on ‘German nationalism’ and on ‘popular appeal’, evaluating the extent to which nationalism had popular appeal and demonstrating awareness that such appeal was not uniform but fluctuated. Answers may demonstrate that concepts of romantic nationalism had a limited intellectual appeal. Some might consider the extent to which nationalism appealed to the people at various significant points across the period, e.g. 1848 and 1871 and 1914. Answers may demonstrate that they understand that Wilhelmine Germany increasingly looked to nationalist yearnings and a populist foreign policy to distract the masses from social discontent. Some may choose to demonstrate that the mass appeal of nationalism may be compared to the mass appeal of other philosophies. For example, the growing industrialization of Prussia and the German Empire was mirrored by the growing mass appeal of socialism, an appeal that proved relatively immune to either appeasement, in the form of state socialism, or repression. Distress from the winter of 1916-17 onwards, and defeat in 1918, led to the socialist uprisings of late 1918 and early 1919 and the establishment of Ebert’s republic. However, even in 1919 the appeal of unrequited nationalism was never far from the surface, as evidenced by the *Freikorps* and the emerging ‘stab-in-the-back’ interpretation of Versailles. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**Europe 1855-1956****Russian Dictatorship 1855-1956**

**22 How far do you agree that the abdication of Tsar Nicholas II in 1917 was the most significant turning-point in the nature of the Russian government in the period from 1855 to 1956?**

Focus: Assessment of the relative significance of the abdication as a turning point in the nature of Russian government.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Better answers should focus on the phrase ‘most significant turning point’ and ‘the nature of Russian government’. Some answers may argue either for or against the abdication of Nicholas II as the most important turning point, but these must do so comparatively in the context of other possible turning points (e.g. giving consideration to: 1855, 1866, 1881, 1905-06, October 1917, 1924, 1928-29). Some answers may argue that the end of over 300 years of Romanov rule was the most significant turning point, but some may then go on to argue that ultimately this led to the replacement of ‘Romanov Tsars’ by ‘Red Tsars’. Many answers may argue that October 1917 and the triumph of Bolshevism was a far more important turning point than the abdication of Nicholas, which may have simply paved the way for the development of parliamentary democracy in different circumstances. Some may argue that the assassination of Alexander II and his replacement by Alexander III was a defining moment in Russian history. Arguably, Alexander’s earlier abandonment of the reforming spirit of the early 1860s marked the actual return to (albeit ineffectual) repressive autocracy. Some answers may consider that the replacement of Lenin by Stalin was the most significant turning point, perverting the true course of the Russian Revolution, but this may be countered by the more recent archival evidence which suggests that there was significant continuity between Lenin and Stalin. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**23 'The problems of governing Russia were addressed in the same ways by both Tsarist and Communist rulers in the period from 1855 to 1956.' How far do you agree with this view?**

Focus: Evaluation of problems governments faced & the extent to which they were dealt with in the same way pre & post 1917.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Answers should focus on the 'problems' of governing Russia in this period and the extent to which they were addressed in the same way by both tsarist and communist rulers. Answers may identify a range of problems, for example: the geographical size and climate of the empire, the multi-racial composition of the empire, opposition, agricultural and industrial backwardness (and being militarily 'beaten' for it), and the need to industrialise and modernize. Answers need to discuss the extent to which both tsarist and communist rulers dealt with the problems they have identified in the same ways. Answers need to involve a genuine comparison, identifying ways in which their responses to problems were both similar and different. Answers may also focus on differences of scale, for example in relation to Stalin's tackling of the need for industrialization or his terror in comparison to tsarist rulers. Some answers may choose to identify differences in approach within tsarist or within communist rulers to produce effective contrasts, for example between Alexander II and Alexander III, or between Lenin and Stalin. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.**

**Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**24 Explain why opposition to Russian governments was so rarely successful in the period from 1855 to 1956.**

Focus: Evaluation of the effectiveness of opposition.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Answers need to consider the effectiveness of opposition throughout the period, for example showing awareness of the reasons why opposition was so often unsuccessful rather than concentrating only on 1917 and suggesting simplistically that opposition was successful. Better answers will identify factors that help to explain why opposition



was often unsuccessful. These factors might include, e.g.: divisions among opposition groups in terms of aims and methods, the limited intellectual appeal of some opposition groups and factions (and their consequent inability to win mass support), the autocratic and dictatorial nature of government, repression, the role of the secret police. A comparative approach may prove to be more successful than a chronological one. Answers may successfully draw their examples from throughout the period, including e.g. the failure of the Narodniks in the reign of Alexander II, the reasons why his assassination by the Peoples' Will had outcomes entirely in contrast to the intent of his assassins, the reasons why rulers like Alexander III and Stalin were significantly successful in silencing their opponents, reasons why Lenin was able to win the Civil War. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.**

**Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

## America 1763-1980

### The Struggle for the Constitution 1763-1877

#### 25 To what extent did political groups and parties bring about constitutional change in the period from 1763 to 1877?

Focus: .Evaluation of groups and parties in bringing constitutional change.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Answers may define 'political groups' as, for example: those Americans who were involved in bringing about and (subsequently) fighting the American Revolutionary War; those groups that appeared at the Philadelphia Convention 1787 to draft the Constitution. Political parties appeared from the 1790s: Federalists, Jeffersonians, Democratic-Republicans, Democrats, Whigs, Republicans. Other parties that might be mentioned include: the Free Soil Party, the Know Nothing Party, the America Party. Political groups were important in galvanising support against British rule and successfully winning the Revolutionary War. The groups at Philadelphia helped to create the Constitution. Among the parties, the Federalists and Jeffersonians helped to define the role of Federal government during the early Republic; Jacksonian Democrats

helped to establish universal male suffrage; the Republicans were instrumental in preserving the Union in the Civil War and in abolishing slavery. The command instruction in the question requires a balanced analysis. Other factors which brought about constitutional change that answers might consider could include: sectional conflict between North and South over state rights and over slavery, the Westward expansion of the USA. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**26 Assess the view that the Compromise of 1850 was a major turning-point in sectional conflicts within America from 1763 to 1877.**

Focus: Relative evaluation of a given turning point in developing sectional conflict.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. The 1850 Compromise brought a respite to sectional conflict between North and South. It allowed California to join the Union as a free state. The Texas-Mexico Act created the New Mexico Territory. The Utah Act created the Utah territory. The Fugitive Slave Act assisted slave catchers in their hunt for runaway slaves. The slave trade was abolished in the District of Columbia. The Compromise of 1850 brought to an end the sectional conflict that had surrounded the incorporation of Texas and the Mexican War (1845-48). However, the 1850 Compromise was short-lived. The Kansas-Nebraska Act in 1854 saw the reappearance of sectional conflict that led via 'Bleeding Kansas' to the controversial presidential election of 1860, the secession of Southern states in 1860-61 and in the outbreak of civil war in 1861. Answers will need to compare the significance of the 1850 Compromise with that of other potential turning-points. Among these, answers may propose: the Missouri Compromise of 1820, the election of Lincoln as president in 1860, the Civil War of 1861-65, the Hayes/Tilden Compromise 1877. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the

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**27 To what extent were the amendments made to the US Constitution during the period 1787-1877 a result of the changing nature of American society?**

Focus: Relative evaluation of factors producing changes to the Constitution.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Answers may argue that the first ten Amendments to the Constitution (the Bill of Rights 1791) were at least in part due to the changing nature of American society; the conflict against Britain led to the rise in demand for the protection of individual rights. The Bill of Rights enshrined freedom of speech, the separation of church and state, the right to bear arms, the right to a speedy and fair trial. Answers may argue that the three Civil War Amendments to the Constitution (the 13<sup>th</sup> 1865, the 14<sup>th</sup> 1868, the 15<sup>th</sup> 1870) were also the result of change in society; moral and social forces helped further the cause of abolitionism; economic changes and Westward expansion helped precipitate the Civil War. The command instruction requires a balanced analysis. To counter the assertion in the question, some answers may cite the 11<sup>th</sup> Amendment (1798) which dealt with judicial power in the US and was the result of legal problems, not social changes. Similarly, the 12<sup>th</sup> Amendment (1804), which dealt with technical procedures concerning the election of the president and the vice president, was not the product of social changes but the consequence of political difficulties. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points

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### Civil Rights in the USA 1865-1980

**28 To what extent were the activities of anti-civil rights groups the most important reason for the continued discrimination against African Americans from 1865 to 1980.**

Focus: Assessment of the role of a group in the development of change over time.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Most answers may argue that anti-civil rights groups played an important role in intimidation against African Americans for much of the period. During Reconstruction (1865-77), they disrupted Reconstruction government and terrorised the newly enfranchised African American population of the Old South. In the era of Jim Crow (1890s to 1940s), anti-civil rights groups used lynching and other terror tactics to prevent African Americans from registering to vote. They also helped maintain segregation in Old South. In 1920s, KKK influence transcended the Old South to enforce discrimination across the USA. In 1950s, White Citizens Councils across Old South thwarted the desegregation plans of Federal government. To set against the role of anti-civil rights groups, answers might consider issues such as: the reluctance of Federal government to become involved, the Plessy v Ferguson US Supreme Court case of 1896 which reinforced separate but equal interpretation of 14<sup>th</sup> Amendment (1868), the passive role played by the presidency in civil rights up to Truman in 1940s, the role of State governments, the introduction of Jim Crow laws that were done 'legally' from the 1890s across Old South. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.** **Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of

change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**29 Assess the view that Native Americans did little to campaign for improvement in their civil rights in the period 1865 and 1980.**

Focus: Assessment of change over time with specific reference to role of Native Americans.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Answers need to examine how Native American civil rights developed over time. In 1865, those Native Americans under direct control by US authorities were divided into separate nations each without US citizenship. The Laramie Treaty with the Lakota Sioux in 1868 reinforced this policy. However, in 1887 the Dawes Act granted civil rights to the Plains Indians while in 1924 Congress extended citizenship to all Native Americans. The 1934 Indian Resettlement Act, equally, was the work of Congress rather than of the Native Americans themselves. However, from 1960s, individual Indian tribes began taking out lawsuits against the US government for both compensation and for the extension of their rights over their reservations. In addition, the activist American Indian Movement (AIM) helped pressure the Federal government to pass the 1974 Indian Self-Determination Act. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (eg. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.

**30 Assess the view that, in the period 1865-1980, Asian Americans were more successful in achieving civil rights than Hispanic Americans.**

Focus: Assessment of change over time involving comparative analysis of different ethnic groups.

The question may be agreed with or rejected – no set conclusions are to be expected. Candidates must address the theme over the full period. Answers need to explain the degree of discrimination faced by Hispanics and Asians within the USA. The Chinese Exclusion Act 1882, the incarceration of Japanese Americans during WWII, housing restrictions are all examples of discrimination against Asians. Hispanics tended to face discrimination in voter registration, housing and employment. It may be argued that Asian Americans suffered greater discrimination in the earlier part of the period, culminating in the treatment of Japanese Americans during the Second World War. Since 1945, socially, economically and politically

Asian Americans have achieved full equality with White Americans. In California, Asian Americans have been at the forefront of the campaign to end affirmative action quotas as these are seen as examples of reverse racial discrimination. In contrast, the social and economic plight of Hispanic Americans has declined relative to most other Americans since 1945. The migration to Northern cities and the large influx of Hispanics from Puerto Rico following Johnson's immigration legislation of 1965 led to the growth of Hispanic ghettos. Hispanics have also been adversely affected by the large influx of illegal immigrants from Latin America since the mid-1960s. **Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader. Band I and II** answers should consider a range of issues, address the demands of the question and show a good level of ability to synthesise elements across the whole period. **Band I** answers will be well organised, clearly structured and consistently analytical. **Band II** answers will be focused on the demands of the question with some unevenness, particularly in coverage of the whole period, but will still have synthesised many elements in their analysis/explanation. **Band III** essays will be less aware of continuity/change but, at the top end, will still address most of the period. They will demonstrate a synthesis of some elements but be more descriptive or narrative. Answers may lack balance (e.g. a good overview with inadequate factual support or a good factual account with only a partial explanation across the period); they may gloss over some areas. **Band IV** responses will be markedly uneven. Essays will show some awareness of change and/or continuity and will attempt to make an argument, though perhaps they will be poorly structured and descriptive with limited factual support. **Band V** essays may be very descriptive, have few points of analysis or explanation, and display a limited awareness of change/continuity. Facts will be given on a few relevant topics but with little attempt to link them to the demands of the question. **Band VI** answers will show no understanding of continuity/change. Attempts to synthesise will be unsatisfactory. Answers may be fragmentary or poorly organised, with very limited relevance. **Band VII** essays will be completely unsatisfactory. There will be no understanding of change/continuity and no attempt to answer the question set. Answers are likely to be very fragmentary, irrelevant and display very inadequate knowledge.







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RECOGNISING ACHIEVEMENT

REPORT ON THE UNITS  
JUNE 2004

## History AS 3835 and A2 7835

### Chief Examiner's Report

#### General Comments

This Report can be read in conjunction with the mark schemes that are available from OCR and Centres are encouraged to discuss the Report with their candidates. The amount of detailed comments in the reports on the Units varies because some questions attracted many answers whilst some were attempted by few or even by no candidates. This reflects the candidature in January. Centres which have taught topics on which there are no or brief comments are advised to read other parts of the reports because Principal Examiners make general as well as particular comments on question types and unit-specific issues.

Entries were as follows.

Unit	January 2004	January 2005	Difference %
<b>AS</b>			
<b>2580</b>	242	276	+14%
<b>2581</b>	1496	1460	-3%
<b>2582</b>	3950	4885	+24%
<b>Total: Document Studies</b>	5688	6621	+16%
<b>2583</b>	2225	2440	+10%
<b>2584</b>	2758	2816	+4%
<b>Total: English Period Studies</b>	4983	5256	+6%
<b>2585</b>	939	1087	+16%
<b>2586</b>	4314	4062	-6%
<b>Total: European/American Period Studies</b>	5253	5149	-2%
<b>A2</b>			
<b>2587</b>	73	58	-14%
<b>2588</b>	750	763	-2%
<b>2589</b>	2001	2061	-4%
<b>Total: Historical Investigations</b>	2824	2882	+3%
<b>2590</b>	327	368	+13%
<b>2591</b>	774	784	+5%
<b>Total: Themes in History</b>	1101	1152	+7%

*Report on the Units taken in January 2005*

In most cases, entries for the January examinations thus continue to rise. There was an overall increase of about 7%.

January exams are used by some centre and by some candidates to take more than one unit:

<b>Candidates taking 2 Units</b>	<b>Number of candidates</b>
<b>AS with AS</b>	
2580 & 2583	68
2580 & 2584	1
2580 & 2585	17
2580 & 2586	10
2581 & 2583	468
2581 & 2584	7
2581 & 2585	225
2581 & 2586	106
2582 & 2583	225
2582 & 2584	714
2582 & 2585	43
2582 & 2586	1051
2583 & 2585	294
2584 & 2586	687
<b>A2 with A2</b>	
2587 & 2590	3
2587 & 2591	20
2588 & 2590	135
2588 & 2591	38
2589 & 2590	85
2589 & 2591	209
<b>AS with A2</b>	
2580 & 2587	4
2580 & 2588	8
2580 & 2589	10
2580 & 2590	5
2580 & 2591	1
2581 & 2587	3
2581 & 2588	186
2581 & 2589	30
2581 & 2590	76
2581 & 2591	25
2582 & 2587	3
2582 & 2588	100
2582 & 2589	454
2582 & 2590	22
2582 & 2591	179

This chart also demonstrates something of the massive variety of combinations of historical periods and topics that OCR's AS/A2 History specification makes possible.

Advanced Subsidiary and Advanced GCE History 3835/7835  
**January 2005 Assessment Session**

**Unit Threshold Marks**

<i>Unit</i>		<b>Maximum Mark</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>u</b>
<b>2580</b>	Raw	120	85	78	71	64	57	0
	UMS	120	96	84	72	60	48	0
<b>2581</b>	Raw	120	85	78	71	64	57	0
	UMS	120	96	84	72	60	48	0
<b>2582</b>	Raw	120	85	78	71	64	57	0
	UMS	120	96	84	72	60	48	0
<b>2583</b>	Raw	45	37	32	27	23	19	0
	UMS	90	72	63	54	45	36	0
<b>2584</b>	Raw	45	37	32	27	23	19	0
	UMS	90	72	63	54	45	36	0
<b>2585</b>	Raw	45	34	30	26	22	19	0
	UMS	90	72	63	54	45	36	0
<b>2586</b>	Raw	45	34	30	26	22	19	0
	UMS	90	72	63	54	45	36	0
<b>2587</b>	Raw	90	68	61	54	48	42	0
	UMS	90	72	63	54	45	36	0
<b>2588</b>	Raw	90	68	61	54	48	42	0
	UMS	90	72	63	54	45	36	0
<b>2589</b>	Raw	90	68	61	54	48	42	0
	UMS	90	72	63	54	45	36	0
<b>2590</b>	Raw	120	90	80	70	61	52	0
	UMS	120	96	84	72	60	48	0
<b>2591</b>	Raw	120	90	80	70	61	52	0
	UMS	120	96	84	72	60	48	0

**Unit results**

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

Unit	a	b	c	d	e	Entry	Mean raw mark	% candidates retaking from June 04
2580	21.0	39.1	62.0	79.7	90.2	276	73.7	31
2581	23.2	39.8	59.8	78.9	90.6	1464	74.2	60
2582	20.4	37.7	58.9	77.6	88.5	4878	73.0	56
2583	15.8	40.1	68.9	85.4	92.2	2437	29.6	67
2584	25.6	53.3	74.4	87.3	92.7	2816	31.3	68.5
2585	23.7	45.9	67.3	84.7	91.4	1087	28.5	69
2586	16.7	38.4	63.9	83.6	91.1	4060	27.5	63
2587	15.5	25.9	53.4	72.4	87.9	58	54.7	10
2588	24.2	38.1	60.6	76.7	88.7	763	57.3	6
2589	18.9	36.6	59.8	77.8	90.5	2061	56.6	4.5
2590	13.9	29.6	53.3	77.4	92.7	368	72.3	10.5
2591	16.6	31.7	52.5	68.5	83.3	785	70.4	14.0

**Aggregation results: 3835 AS History**

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

	A	B	C	D	E	U	Total Number of Candidates
3835	18.3	44.8	71.5	89.2	96.6	100	654
difference from January 2004	+0.3	-0.5	-1.5	-1.9	-1.3	-	-291

The mean UMS mark was 200.8, a fall of 2.21 marks (out of 300).

**Aggregation results: 7835 A Level History**

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

	A	B	C	D	E	U	Total Number of Candidates
7835	18.7	55.3	84.6	95.1	99.2	100	123
difference from January 2004	+3.3	-0.7	+4.4	-1.6	-0.8	-	+32

Five of these candidates were transfer candidates bringing an AS in History from another Board to aggregate with OCR for a full A Level.

The mean UMS mark was 418.2, a fall of 3.2 marks (out of 600).

These figures are correct at the time results were issued (March 2005).

Evidence increasingly shows that **many Year 12 candidates should not be entered in January for Units 2580-2582**. They are not ready and perform poorly. Indeed, as has often been observed with students new to the Sixth Form, their skills regress for a while.

The success of the candidates reflects well on their ability to develop an understanding and knowledge of their Study Topics in a comparatively short period of time. Most of the A2 candidates were taking their examinations for the first time, the majority taking one of the papers in Units 2587-2589 Historical Investigations. As in previous January exam series, fewer entered one of the papers in Units 2590-2591 Themes in History - presumably because Centres (correctly) judge that their candidates need more time to master the skills and content needed in these synoptic studies.

**THE NEED FOR JUDGEMENT IN ANSWERS:** History is a subject that invites different judgements. Questions tend to be open rather than closed. One of the characteristics of the best answers across AS and A2 units is that they consider alternative explanations. The exception might be most evident in Question (a) of Units 2580-2582, the Document Studies, because these questions allow only for brief explanations. Certainly the longer answers to the other AS Units and the A2 Units allow for the consideration of different factors and explanations. This point also applies to Units 2592 (Independent Investigation - Coursework) and 2593 (Independent Investigation-Open Book Examination) that are assessed only in the summer examinations.

**ALTERNATIVE APPROACHES:** Examiners noted a tendency in some large Centres to read answers that were very uniform in approach, structure and content. This comment is not a criticism of careful teaching and preparation, but is intended to encourage candidates to consider different explanations. Problems in history are rarely simple and it would be a poor question that allowed for only one form of answer. Examiners are reminded to look out for these alternative approaches and to give them full weight –as long as they answer the question set.

When assessing answers, candidates are not 'penalised' when a group of them take the same approach, make the same points and come to the same conclusions. All scripts are marked independently and without reference to the scripts of other candidates in the same Centre. Wide-scale uniformity might help moderate candidates to achieve a mark in the lower or middle 'Pass' ranges but it often inhibits potentially good candidates from achieving a high mark because their answers do not show original ideas. This is particularly applicable to questions that require candidates to put factors into a hierarchy of priorities ('Assess...') or to consider 'How far...?'

**ANSWER PLANS:** Some scripts include plans but these are often lists of items of knowledge. Better plans show evidence that candidates are considering the weight as well as the variety of factors. For example, plans might indicate: 'Arguments for', 'Arguments against', 'Most important reason, 'Least important reason'. Candidates are advised that whilst spending two or three minutes to consider the question and to plan a line of argument in answer to the question is desirable, detailed plans are not required, cannot be credited and, because of the time sometimes taken, may actually inhibit the writing of truly effective answers.

There is continuing evidence that candidates are organising their answers better, seeking to explain and argue rather than to tell a story that ignores explanation. On the other hand, some scripts showed signs of vagueness, lacking sufficient knowledge to underpin explanations or substantiate claims, even if one remembers the limited time available to complete a topic. The most successful answers in all Units tended to be those that focused on arguments or explanations and supplemented these by appropriate, but not

necessarily detailed, knowledge. There were comparatively few irrelevant answers, but weaker responses tended to be vague.

**TEACHING THE COMPLETE SPECIFICATION FOR A TOPIC:** Centres are reminded that it is essential for all of the Key Issues in a topic to have been studied, with equal attention given to each, before candidates can hope to sit the exam successfully. Across the cohort of candidates in all Units, the questions seemed to present equal levels of difficulties. None proved to be significantly more demanding or easier. However, the scripts of candidates in some large Centres seem to point to a narrow range of study within the selected Key Issues with all, or almost all, of the candidates attempting one of the alternatives. This might point to a concentration on some Key Issues rather than a study of them all.

**CANDIDATES FAILING TO FILL IN THEIR SCRIPTS PROPERLY:** Teachers are urged to see that invigilators remind candidates of the need to complete the necessary information on the cover of each script. Details are often missing. The absence of such information jeopardises not just the tracking and storage of scripts but the allocation of the correct mark to the candidate.

**SPELLING & PARAGRAPHING:** The legibility of the scripts was rarely a problem but Examiners were concerned that some words that were important in each Unit (names, terminology etc.) were frequently spelled incorrectly. When they are terms central to a topic, and often appear in the specification itself, there is no excuse. Some answers would have been improved if they had been structured better, paying attention especially to the use of paragraphs.

**GRADING:** We are often asked at INSET how grading works; some teachers seem to think that grading is some 'dark art'. We explained the process briefly in the Summer 2004 *Report* pp.2-3. For full details of grading (known technically as 'awarding'), please read Section 6 pp.30-36 of the Code of Practice, issued each year by the QCA. Every centre has a copy.

The Code governs all Awarding Bodies and lays down the ways in which Awarding Bodies must set question papers, standardise and monitor examiners in their marking of scripts, grade syllabuses, deal with cases of suspected malpractice, deal with result enquiries and with requests for the return of scripts. QCA scrutineers then inspect Awarding Bodies every year against these procedural requirements.

**AS/A2 HISTORY NEWSLETTER:** Issue 2 was sent to centres in the February 2005 despatch to Exams Officers and may be downloaded from the AS/A2 History section of OCR's website [www.ocr.org.uk](http://www.ocr.org.uk) under 'Publications & Materials' and the penultimate sub-heading 'Teacher Support'.

**THE 14-19 EDUCATION & SKILLS WHITE PAPER:** This Report appears too soon after the government's White Paper published in response to the proposals of the Tomlinson Report for specific decisions have been made about changes to A Levels. OCR will keep Centres informed about changes that are required by the QCA and OCR hopes that the timetable set by the QCA will allow for serious consultation with teachers on draft proposals. Centres are advised to keep in touch regularly with the Board's web site. (The address is given below.) The biannual *Newsletter* and the annual INSET programme are also a valuable means of communication between OCR and its teachers.

**INSET:** The INSET programme serves several purposes. Meetings combine advice from senior Examiners with the opportunity to consider real scripts in relation to assessment

requirements. This gives teachers insights into exam and thus also provides useful pointers to developing even better classroom practice. INSET meetings also give teachers and senior examiners alike the opportunity to exchange views on individual question papers and the Specification as a whole.

If you want the best INSET of all, of course, become an examiner.

The INSET programme for 2005-2006 will be circulated to centres in June 2005 and simultaneously be put on OCR's website: [www.ocr.org.uk](http://www.ocr.org.uk) Details will also be in the summer 2005 *Newsletter*,

- The focus of the main series of full-day meetings held at venues around the country will be on Units 2581-2582 and 2588-2589.
- Separate half-day meetings will be devoted to coursework Units 2592-2593. Further, the study day on the English Civil War and Oliver Cromwell at Peterborough Cathedral will spend part of the day looking at the cathedral to explore how a building can be used for a coursework Investigation and how local studies can make an enjoyable and effective coursework Investigation.
- The meeting for teachers of Medieval History (Units 2580 & 2587) and the meeting for teachers of American History (Units 2582 & 2589) will run again. These move on each year so that a different region is the venue. In December 2005, they will both be held in the Midlands.
- There will also be several meetings for centres that have changed Exam Board to OCR and for teachers who have changed school/college and are new teaching OCR's AS/A2 specification.
- Following up the success of our collaborative teacher study day meetings with the Victoria & Albert Museum in 2004-2005, four teacher study days will be held in 2005-2006: on Alfred the Great at the British Museum, on the English Civil War and Oliver Cromwell at Peterborough Cathedral, on the Poor Law at the National Trust Workhouse, Southwell and on 19<sup>th</sup> century warfare (for both 2591 themes) at the National Army Museum.

#### **INSET ATTENDANCE**

Teachers are reminded that under "Responsibilities of centres", the QCA's Code of Practice requires [Section 21 (vii)] that "they avail themselves of the training and guidance offered by the awarding body that is needed to ensure full understanding of the expectations of the specification."

There is a very high correlation between centres not happy with their results and centres who never attend INSET or the current teachers have not attended any INSET or have not attended INSET on the unit causing problems.

The guidance offered in the biannual Report is one mine of vital information ignored by many teachers. Assessing real scripts with senior examiners is the other vital opportunity that needs to be grasped for the effective preparation of candidates in our audit-driven culture.



**OCR'S WEBSITE:** Many documents are available from OCR's website. For AS/A2 History materials, see:

[http://www.ocr.org.uk/OCR/WebSite/docroot/qualifications/qualificationhome/showQualification.do?qual\\_oid=2047&site=OCR&oid=2047&server=PRODUKTION](http://www.ocr.org.uk/OCR/WebSite/docroot/qualifications/qualificationhome/showQualification.do?qual_oid=2047&site=OCR&oid=2047&server=PRODUKTION). Here can be found, among other documents, all Notices to Centres about 3835/7835 History, the annual Board-set questions for Units 2592-2593, the biannual *Newsletter* and the *Teacher Support Notes*. When the *Resources Lists* are updated every year, these too are placed here for teachers to download.

**CPD - BE AN EXAMINER:** OCR is working with the National Assessment Agency, which has launched a new campaign to recruit new examiners, moderators and markers in England and Wales. The NAA highlights the professional experience to be gained from being an examiner, and the benefits and insight it can bring into the classroom. In 2004, the NAA also funded increases in fees for History examiners and markers, and an increase in the teacher release payment made to schools and colleges for attending examiner meetings.

Why be an Examiner?

The experience gained by marking improves teaching skills. Examining is the very best form of INSET that a teacher can undertake. You can read more on the NAA website <http://www.examinerrecruitment.org/>

In a recent MORI survey of examiners, moderators and markers, over eight out of ten said they were satisfied with the role and nearly nine out of ten said they would recommend the job to their colleagues.

They know that it is an excellent way to:

- gain invaluable insight into what examiners are looking for from students;
  - network with like-minded professionals;
  - boost their careers,
- as well as
- earn extra money.

Nearly nine out of ten examiners, moderators and markers responding to MORI's survey said that they would do the job again.

What is involved?

You can apply to become an Assistant Examiner. Once your application has been accepted you will be given everything you need to do the job well, including written guidance, training, and ongoing support from your Team Leader and Subject Officer throughout the marking process.

## **Units 2580-2582: Document Studies 871-1945**

### *General Comments*

The entries for these three units rose once again, the total candidature for a January entry being the largest it has ever been at 6,841. This is by far the most popular paper at AS and A2. Both assistant and senior examiners express concern at this. Whilst it is quite appropriate to use the January modules as retakes, as over 60% do, a significant number are first entrants in year 12. It is our considered view that many of these are not yet ready for a document paper after just one term. The demands across the part questions are considerable and require both a progression from GCSE and the rejection of some of the scaffolding of KS3 and 4. There has to be an engagement with the History, its content and context, that attempts to move away from mechanistic formulae. Centres are therefore advised **not** to put candidates in for 2580 – 82 at this end of one term's teaching but to await the summer entry. It is felt that the weaknesses detected in the candidates this January were, in part, due to this and extended across all three units. As a result, for once, performance across all units was relatively uniform. Even the medieval candidature on 2580 were weaker than in previous years and fewer answers at the top (Bands I and II) were seen in 2581. Evaluative techniques and knowledge were weaker in most respects. Candidates bunched in the middle and bottom bands, although marks below 50 were rare.

Centres are referred to the reports, January (pages 8, 9 and 10) and June (pages 1 – 19) 2004 where the requirements of the Units and candidate weaknesses, were discussed at length. Together they should form the basis of discussion in any Department that feels its pupils are underachieving and as a reminder on how to focus teaching and best practice in the classroom. What follows says little that hasn't been said before. It dwells on particular trends amongst a sizeable candidature this January. It must be reiterated that this advice here is intended to help candidates. It is **not** to provide more hoop-jumping mechanical formulae that hinder the historical response to explanation, comparison, arguing and judging an issue in relation to sources and own knowledge. Some candidates become so constricted that a mantra intrudes between them and the historical issue, preventing them from saying anything of any importance. In the classroom sources and information should be used either as an introduction or conclusion to an issue, topic or even lesson. Practice should occur in teasing out points, subtexts and attitudes. Key terms should be reiterated and reinforced. A higher level of critical language needs to be used. Indeed many candidates are beginning to prise themselves away from the vacuity of 'bias' and 'primary' towards the more meaningful 'in a position to know' or witting and unwitting evidence. This trend must be encouraged in the classroom.

'Own knowledge' is another area of weakness; for some it can intrude unnecessarily in question (b) where there is no need for it other than to provide a secure conceptual base for the comparative issues raised. In Question (c) it remains an undigested bolt-on frequently at a tangent to the key issue (e.g. 1920s and pre-1933 comment on 2582 Q7 (c), the consequence being to change the question into a general rise of the Nazis or a 'seizure of power' one instead of a 1933-focused answer on the political situation and who best exploited it). It is required as a means of extending or qualifying the information used in the sources. However, the knowledge that is displayed is both brief and vague, much a very obvious generalisation, the origin of which lies in the sources or in the attribution or introduction to the documents. Many candidates, at all levels, continue to sequence their treatment of the Sources in Q (c), ticking them off through token reference (lifting a sentence or just using the attribution) with no evaluation or analysis at all. This prevents judgement and a balanced argument. Each source must be given value within the overall argument and some simple grouping around the key issue would help candidates to do this e.g.

- 2580 Q6 (c) – “Three of the Sources are from Churchmen who might be expected, given their context (Pope Gregory’s appeal and Urban’s sermon urging crusade, Raymond of Aguilers’ celebration of the capture of Jerusalem) to stress religious inspiration at the expense of more mundane factors. The unknown author of the Deeds of the Franks, whilst similarly stressing the primacy of religious feeling (the Holy Cross), perhaps unwittingly regards booty as one of God’s rewards. One of Urban’s arguments is similarly secular.”
- 2851 Q5 (c) – “Three of the Sources are from foreign observers of Louis XIV’s France, the other is Louis himself commenting in a practical manner on royal responsibilities. Two of the foreign observers, both German, are partially divided on the issue of tyranny. Leibniz, a theorist of absolutism, held Louis up as a model ruler whilst an ambassador from a Protestant state is similarly favourable, although not uncritical of grandeur. The English traveller, possibly a Protestant, who may not have observed Louis and his court, adopts an English view of French tyranny, perhaps because he had witnessed the stepping up of Huguenot persecution. Despite being a monarchist he alone is wholly critical. The other sources seek to justify Louis’ rule, either theoretically (Leibniz), in practice (Louis himself), or in personal terms (the ambassador from Brandenburg-Prussia).”
- 2582 Q7 (c) - All the sources here, with the possible exception of ‘A’ are non-Nazis, three observing in retrospect the political situation in early 1933. Sources ‘A’ and ‘D’, both consciously written as history in the 1990s, stress Hitler’s popular strength (mass support and the role of the SA) from which he could exploit high politics, but ‘D’ alongside ‘B’, are keen to stress that the Conservatives appeared to best exploit the situation in January, ‘hiring’ Hitler and surrounding him with traditional right wingers. ‘C’, a frank report to the leadership of the SPD and Trade Unions, key opponents of the Nazis, instead of moving to exploit the crisis confess their weakness and support ‘A’ and ‘D’ on the Nazi ability to master the situation. Apart from ‘B’ the sources, one contemporary, the other two from hindsight, agree with the assertion of Nazi ability to use the early 1933 situation to their advantage.”

These are just 3 examples of possible approaches that comment on the sources as a set, tie them to the key issue and attempt grouping on a variety of levels. Each could form the beginning of a developmental paragraph or could be an introduction. All are better than a ‘one by one’ approach which loses sight of the key issue in the Question.

There is one issue that needs to be clarified to all Centres who follow the Specification’s rules too rigorously in relation to the topics they teach. History cannot and should not be artificially constrained by dates. Contemporaries within the period studies were the product of previous generations, often with unresolved conflicts. Our specification is there to ensure a question focus that will always be on and between the dates given. However, much can only be understood by a slightly wider but simple context. Events before a date can continue to be **live**. If that is the case, then a simple understanding will be expected. It is a matter of basic historical common sense, not one to agitate or frustrate the teacher. No unit can be approached in complete isolation and there have been many instances in past question where an earlier event is a live issue within the specified period (e.g. the Usurpation of 1399 in the ‘Wars of the Roses’; the Missouri Compromise of 1820 in the ‘Origins of the American Civil War’).

Spelling, punctuation and grammar, especially the last two, remain matters of grave concern. Candidates’ conceptual ability is often beyond their capacity to express it effectively. Modern ‘terms’ ride a coach and horses through the concepts and concerns of previous centuries (including the last century). Nonetheless many candidates clearly rejoice in their use of language and it is often a pleasure to read well-expressed answers

even if they drift from the point. Timing appeared to be more of an issue this January – a significant minority were incomplete or fragmentary at the end.

What prevents many candidates from scoring beyond 87 is an unevenness of performance across the three questions. It remains very unusual for a candidate to secure Band I in all three answers. What follows are the particular weaknesses found in the responses this session. Again the June Report 2004 will give a more detailed breakdown of the usual problems encountered. This report highlights those still prevalent this January.

### **Sub Question (a)**

Most candidates are picking up a reasonable amount of marks here, usually Bands II and III, with a little more confidence on linkage and context, but (a) still presents candidates with problems. Too often they just dump general information without sufficient focus on the terms, concepts, tone and approach of the phrase used. Q7(a) in 2582 needed a tightened explanatory focus on the importance of 'discipline and order' in the SA, especially as seen from a business perspective. A 'General Council' in Q2(a) 2581 needed to be linked to Luther's view of the Papacy as a system that denied appeal as a means of discussing 'truth' and to his changing views on it. Candidates must **avoid**:-

- Simply quoting from the source; this does not constitute 'linkage'.
- Spending too long off-loading information.
- Diverting into source, provenance and evaluation (**not** a requirement in Q (a)); a common fault this January.
- Stating rather than explaining, often from a weak factual base.
- Paraphrasing a source. Instead pick out the appropriate ideas which explain the point of the reference.

Some examples of good answers that cover explanation and linkage are given in the Individual Questions section on 2581 (Q2(a) on the German Reformation, Q3(a) on the Mid Tudor Crises 1540-58 and Q5(a) on Louis XIV).

### **Sub Question (b)**

This was better answered than (c) but the following key weaknesses remain.

- **Sequencing** is still with us. Although there is less tendency than there was to write purely sequential answers there are still many which make only a cursory attempt at comparison, usually at the end or, at best, in the second part when the second source is addressed. Sometimes the juxtaposition of two points from two sources is deemed sufficient. This forces the examiner to make the comparison, not the candidates and, as it is implicit, runs the danger of Band V and below.
- **Provenance** was often dealt with separately and was frequently either a restatement of the two introductions, side by side, which got the candidate nowhere or it dominated the answer at the expense of content. Some Centres would appear to encourage a rigorous mention of Band I skills, gone through by rote in their candidates' answer. This is to be discouraged as they should arise naturally and be driven by the nature of the content, not artificially imposed. Such answers completely lost sight of the need to judge from the provenance the relative reliability and usefulness of the two pieces of evidence for a given event or issue.
- It cannot be emphasised enough that at the **heart of this exercise is a detailed comparison of the content of the Sources**. Provenance extends this by enabling the candidate to judge the relative usefulness of what is said. It is **not** a

substitute for it. Candidates need to get the balance right and integrate their comments.

- Candidates need to **read the sources very carefully**. They are relatively short, in accessible English, so there is no excuse for misreadings (there were many) or for not picking up on inferences, sub text, 'throw away lines' etc. On 2580 Q2(b) careless reading led many to assume the third paragraph of 'c' referred to the English when it referred to William's Norman followers.
- There was a lot of '**stock evaluation**' of sources, couched in such a way that it could apply to anything. Here reversion to primary/secondary could be very worrying, assigning value to one or the other quite randomly. If one of the sources was the view of a modern historian (Q7(b) on 2582) like Kershaw, candidates frequently resorted to stock comment ('not there'; 'ignorant of the period' or marginally better 'based on wide and considered research'). Few could link the content to the provenance as a means of demonstrating the wider research e.g. that Kershaw's investigations might lead to a wider view of a whole social group, the elites, hence the emphasis on groups of people (the elites) rather than one individual. Observations were often made about date and author but appropriate deductions from this were rarer.
- In case the Summer 2004 Report on Part (b) is misconstrued in relation to **reliability** we would like to stress that it is perfectly proper and indeed desirable to comment on reliability when comparing support for a point or evidence for particular events or arguments. What candidates should not do is consider this alone, in isolation from all other qualities. The question never asks – Is A more reliable than B as evidence for Z?, yet many answers read as though that were the case. Usefulness, which tends to subsume reliability, is usually the best approach to this question.
- Arriving at a **judgement** was neglected by many. As part of the comparison candidates should be encouraged to consider which source may provide the better evidence.
- **Own Knowledge** almost always diverts in (b) and should **not** be deployed other than as evaluative and contextual underpinning. The trend by some candidates to do this (usually good ones) is on the increase and should be discouraged.
- More candidates this session looked at issues and themes touched on by both sources as the key to success. Many still preferred description, sequence and random points. Some brief examples of particular approaches are given in the individual questions section.

### Sub Question (c)

This session these proved the weakest question. It is certainly the most demanding.

- Candidates were a little better on **integrating** knowledge and sources but the **amount of knowledge** was, in most cases quite skeletal. Candidates remained over-reliant on the sources.
- Candidates frequently produced **unbalanced arguments**. Most questions establish a proposition and expect a balanced approach. This January tends to see just one factor considered, usually the question's assertion, e.g. 2581 Q2 (c) proposed that the Catholic authorities were more responsible than Luther for his break with Rome. Many candidates took a one sided view here as in 2582 Q7 (c).

The sources have been selected to provide a variety of views, at different times and from different perspectives.

- **Referencing** continues to be a problem, even with better candidates, and can pull them down to Band III. The source is merely referred to, en passant, in a token manner (by number or phrase). Giveaway comments are:-

“As it says in Source C” (left simply as that)

“As is shown in Source D” (but never demonstrated)

“B clearly states” (followed by paraphrase)

“As mentioned in Source A”.

Sources are plundered for content and used primarily for reference or illustration. They must be **analysed** and **evaluated**. Examiners estimated that the majority of the answer they saw were guilty of this, making it very difficult for candidates to gain Bands I and II. They are required to consider what the sources tell us when used as evidence for or against the proposition in the question. What they say is conditioned by their stance and their circumstances. Grouping analytical observations (see the beginning of the Report where some examples are given), different sections in the same source are all ways in which evaluation can be achieved. This is infinitely preferable to the stock evaluation of sequenced sources which rarely adds anything to the key issue. Grouping by reliability could be an effective approach to the question. Even if candidates are made aware of the need to evaluate sources they do so in a way that does not relate to the question. They insert standard taught comments, as instructed that sit uncomfortably within an argument. Evaluation of provenance etc. **should only be included** in so far as comments relate to the key issue. They should not be included just for the sake of it.

- The importance of reading a **judgement** in a **conclusion**. Most this January did not, preferring a survey which either vaguely did or did not hover around the set question.
- The importance of imposing a **clear structure** or a **thematic** line of thinking is crucial to the higher bands on Q (c).
- Many candidates are still getting the balance between Sources and Knowledge wrong. This is a source-based paper – most weight is given to these as the Generic Marks Scheme clearly indicates. Imbalance is a frequently used word in the Scheme and should act as a clear indicator to Centre and their candidates.

Candidates would do well to remember that they must read sources carefully. Sources are what these 3 Units are all about. Too few read with precision for what they actually say rather than expecting or assuming points. This is a crucial and demanding skill but one of the many virtues of document studies.

INSET 2005-2006:

**Units 2580-2582 will be one focus of the INSET meetings held around the country during November-December 2005. Details of OCR's History INSET programme for 2005-2006 will be circulated to centres in June 2005 and placed simultaneously on OCR's website [[www.ocr.org.uk](http://www.ocr.org.uk)].**

*Comments on Individual Questions*

**Unit 2580**

75 centres entered 276 candidates, 31% of whom were retaking from June 2004. There were no complaints about any of the questions.

All three questions were attempted, although only a few candidates (2 Centres) tackled Q2 on the Normans. Most answered Q3 on the Crusades although almost as many chose Q1 on Alfred. Some 40 Centres entered a total number of 285 candidates, most with only 3 or 4 candidates. Only 6 entered with more than 10 candidates. No complaints were received but, disappointingly, for the first time a higher standard relative to the other 2 Units was not seen.

**1 The Reign of Alfred the Great 871 – 899**

- (a) Mostly well done. Almost all candidates realised the reference was to burhs and explained them well enough. Few went beyond the military role, diverting too lengthily into related issues on army reform and garrison duties and hardly any pursued the linkage – the phrase was part of a sentence that highlighted previous resistance (i.e. before 880) to burh construction. Quite a number mentioned the importance of the Burghal Hidage.
- (b) Many candidates read the question to refer to Alfred's 'concern', missing the issue of 'effective'. Only the better few picked up on tonal contrast between 'A' and 'B'. There was a tendency to survey the contents missing the difference between laying down the law in 'A' and supervising its practical imposition and in particular to involve the politically important in 'B'. Very few picked up on the involving concensus of A in contrast to the threats of 'B'. Some candidates dwelt over-much on the value of Accer. He should be regarded as a reasonably reliable author whose sub text is often very revealing.
- (c) There were many different approaches here. Weaker candidates turned it into a 'how great was Alfred' question but most lost sight of the precise terms of the question – success owed to 'close personal supervision'. Consequently it was turned into 'how successful was Alfred'. The best answers had a persistent focus upon personal involvement, made effective use of the sources and considered other factors. Most found Source 'D' difficult to handle (offsetting some of the adulation of Alfred and its Wessex focus) and didn't realise how it could be set against 'A' and 'B'. Candidates tend to know more about the early years of the reign and a balance is required across the whole reign. 'C' for example did point to a lack of supervision on military construction before 880. It didn't just highlight 'burh' success throughout. There is setback and progress. The best answers discussed all aspects of governments both in terms of Alfred's role and the likely input of others.

**2 The Normans in England 1066 – 1087**

- (a) Answers here were very mixed. Knowledge of the Shire Courts was frequently vague, often 'derived' from the context of the source. The latter did ensure linkage but little by the way of explanation. Better candidates commented on the Anglo-Saxon inheritance, their legal and fiscal flexibility for William and their links with the Sheriffs. Few appreciated their significance in this instance – a long-standing land dispute with a major Abbey that involved an Assembly of 3 Shire Courts (flexibility).
- (b) This was poorly done by most candidates as few developed the differing contexts – in 'A' the need, immediately post-coronation, to reassure and prevent rebellion, in 'C' a retrospective list of legal intent. 'C' required careful reading. In the second paragraph William expresses only vague wishes about Anglo-Norman

reconciliation and English welfare. He was specific only in relation to an oath of loyalty to himself. By then he was established and had less need to be more open handed than in 'A'. A large part of 'C' is about reassuring his Norman followers (tenants in chief) on the land settlement. This was hardly an act of reconciliation and contrasts with 'A' although it is possible to infer similarity given the vague phrases used. Most candidates wrongly assumed similarity.

- (c) Responses were mixed. A large number of candidates tackled only the issue of 'just' government when they were also required to consider 'innovation'. Even more lost sight of the question's guiding focus and talked generally about government and administration, referring to rather than analysing sources when it suited them. The question did provide a strong organisational steer so there was little excuse for this. Few used 'B' effectively – most preferred to see it as an example of 'just government' when, given the '14 year' neglect and 'unjust exaction' a case could be made for lack of justice. No one was able to spot that the 3 contemporary sources came at different points of the reign, their attitudes to justice and innovation affected by their context. No one picked up the hints in 'C' about a military system, innovative or otherwise.

### 3 The First Crusade and its Origin 1073 – 1099

- (a) Most tackled this reasonably well although only the better few engaged directly and comprehensively with the phrase. Some diverted, wrongly, into an evaluation of provenance (not required in (a)). Some answers were over- long, missing the key area of explanation - the link between the military, economic and social situation in Western Europe and the Crusade. They focused too much on the latter.
- (b) There was some effective comparison seen but many often ignored the thrust of the comparison - the nature of the Turkish threat. They preferred to drift into crusader motives and reasons for going on Crusade. Very few were able to use the provenances of 'A' as a means of assessing a particular type of stereotyped Turkish threat – a violent and pagan race bent on Christian destruction – and how this could have been exaggerated for effect as part of Gregory's political agenda. As a result they were unable to contrast this with a more realistic assessment in 'C' of their military potential on the ground. More were able to point to the date difference but contextually were unable to take this very far. Better answers were able to use language and tone, delineating military, religious and territorial threats as key areas for comparison.
- (c) This was generally well done although some interpreted the question to mean why the Pope launched the Crusade rather than the issue of what inspired the Crusaders. Most focused too much on religion, failing to realise they needed to assess other factors. Again careful reading of the Sources paid off as both B (land) and D (blood lust) could be used to offset the primacy of religion as could 'C's comment on 'booty' (much missed). There was much stock evaluation of the sources and only better candidates moved towards an obvious grouping of A, B and C; B and D, that could then be qualified.

INSET: Following up the success of our collaborative teacher study day meetings with the Victoria & Albert Museum in 2004-2005, a teacher study day will be held in 2005-2006 on Alfred the Great at the British Museum.

#### Unit 2581

355 centres entered 1460 candidates, 60% of whom were retaking from June 2004. There were no complaints about any of the questions.



For the first time the standard of 2581 was similar to 2582 - a weakening overall with a bunching in the middle range of marks. Signs of an able candidature were much less in evidence. 215 Centres entered a total of 1,520 candidates, most with only 1-5 candidates but 42 had a candidature of over 10. No complaints were received. There was a small rise in those tackling Q1, a small drop in Q2 (which remains the most popular). The order in popularity was Q2, then Q3, closely followed by Q1, then a drop to Q4 with only a small, but significant, minority on Q5. No complaints were received.

## 1. The War of the Roses 1450-85

- (a) The reference was reasonably well understood, though some failed to explain the grounds for declaring the princes illegitimate. (Eleanor Butler's pre contract or, less referred to, the possibility of Edward IV's own illegitimacy). Comparatively few were able to establish a firm linkage by noting that the words quoted were part of a sermon at St. Paul's implying Church support and a public staking of Richard's claim. Even fewer picked out 'alleged' which was in the same sentence as the reference.
- (b) The two sources were broadly in agreement but different in detail. Many candidates often neglected the latter with a lack of precision in comparing the differing explanation of the options in 1485. Few could unpick the information given about Edward IV's two wills satisfactorily. Technique often determined banding. Many compared content without attention to provenance or approached the latter with a few 'stock' comments particularly in relation to 'A', the modern historian.
- (c) Some candidates set the scene well by acknowledging the difficulties in interpreting Richard's motivation because of Tudor propaganda. The weakest moved into 'Princes in the Tower' territory as soon as they could. Most found some of the sources easier to relate to the question than others. Source 'C' clearly supported the proposition and most candidates recognised that 'A' and 'B' also suggested that Richard's position was threatened by the Woodvilles, though B also suggest that ambition played its part. A number of candidates failed to read this carefully and quoted the phrase 'motivated by ambition and lust for power' without the crucial 'not only' which precedes it. In 'C' a similar misreading occurred with many candidates arguing that Richard did not offer due reverence to Edward V, missing the 'did not refuse to offer'. Source'D' presented more difficulty partly because it is reported speech but more because it does not explicitly support either interpretation of Richard's motives, though there is sufficient evidence that he was not to be thwarted for better candidates to see it as suggesting ambition. Attempts to evaluate the sources were heavy handed (eg. Mancini must be biased in favour of Richard because he was writing in his reign')

## 2. The German Reformation 1517-30

- (a) Generally this was poorly answered, the weakest response to (a) across all Units. Few knew much about General Councils (some confused them with Diets or the 'priesthood of all believers'). Some suggested the 'threat' was to Luther rather than the Papacy. Care in thinking how the reference links with the Source would have prevented this since the sentence from which the reference is taken only makes full sense if linked to the source as a whole. Only the best managed a satisfactory link to the source, as exemplified below:-

*'In Luther's 'Appeal to the Christian Nobility of the German Nation' one of the things he criticised the Papacy about was its declaration that only the Pope could call a Church Council. These were used to decide on matters of crucial importance for the Catholic Church, such as Hus' views in the 1400s which were declared heretical by a Council.*

By saying that only the Pope can call a Council, the Church is guarding against religious reform which might be disadvantageous from a political point of view (for instance stopping indulgence sales would damage the Papacy's finances). Luther would like Councils to be more widespread, as he originally meant his criticisms to be part of the scholarly debate on reforming the Church, something which a Church Council could do!

- (b) Most candidates recognised that these two Sources portray a sharply different attitude towards the Papacy and many noted that this can be explained by their provenance. The introductions to the Sources give clear messages about this. What distinguished the more successful answers was their recognition that the differences are to be explained not only by the purposes of Luther and Eck in these Sources but also by the date. Clearly Luther's attitude had hardened between 1518 and 1519, though only an able few suggested that Luther's ingratiating tone in 'A' might not have been entirely sincere. Many were confused by what Luther's reference to 'Lovers of Money' might mean. Weaker candidates, not understanding the connection between St Peter and the Pope in 'B', floundered on the content of this source. A good example of provenance in relation to Eck in 'B' is as follows:-

*'...Source B finds Luther, a year later, forced into open opposition with the Church body and reported upon by a man hired for the specific purpose of discrediting Luther's stance and his ideology.'*

Very few commented that what Eck said in 'B' was, substantially, true.

- (c) Most answers produced some relevant arguments, though use of the Sources was too often confined to brief references to them as illustrations of a point. Relatively few recognised the ambiguities in the Sources. This is most explicit in the case of Source C, where Zassius comes down against Luther on the matter at issue in the question while agreeing with him on other issues. Failure to read carefully led many to assert that this Source was by Zwingli. Few noted that Source B, whilst explicitly blaming Luther, can be taken to show that Eck, a representative of Rome, was as much to blame. Most quoted Source D on one side or the other, yet it was rich for both sides of the argument. A small, but surprising number misunderstood the question completely, identifying the Roman authorities as those of the Holy Roman Empire. Many failed to notice that the question is limited to 1520 and used own knowledge from the 1520s and beyond. Most own knowledge was very generalised. The most successful answers often argued for a ratchet effect. One made a good start by grouping the Sources in this way:-

"Sources A to D seem to chart a gradual progression in Luther's polarisation against the Church".

### 3. Mid Tudor Crisis 1540-58

- (a) This was not as well answered as expected. Comparatively few candidates were able to name any of the Oxford martyrs, though most were able to discuss the Marian burnings, and many failed to comment on the significance of the word 'martyred'. This meant that linkage was often absent. In this case the word needs to be linked to the fact that this is by a Protestant writing in Elizabeth's reign. Hickman looks back on this as a seminal Protestant moment. She visited the Bishops for spiritual direction. What follows is the opening part of a Band I answer which explains competently:-

*'The 'bishops who were imprisoned in Oxford and later martyred' refers to the Protestant bishops, namely Crammer, Latimer and Ridley. These bishops served Edward VI's protestant regime and then, when Catholic Mary came to the throne, refused to convert to Roman Catholicism. For this reason under the Heresy Laws of 1554 they were burnt as heretics. Instead of such practices stamping out Protestantism in England it merely strengthened the cause by giving the Protestants martyrs....'*

- (b) Candidates had a good grounding in the difference between Catholic and Protestant practice and were able to use this sensibly. Most recognised the similarities of both such as the restoration of altars and to Cardinal Pole (although some claimed he had visited Yorkshire in 'A'). Some pointed out that it was more difficult to deduce attitudes from a set of accounts ('B') than from a narrative ('A') whilst surprisingly few picked out the phrase in 'B', 'the wicked time of schism', as suggesting the sympathies of the Churchwardens. Many failed to note the different pace of a return to Catholicism, with fewer suggesting geography as a possible explanation for this. Indeed, a few thought Yorkshire to be in the South, and Churchwardens to be members of the clergy. An example of a sensible approach to provenance was as follows:-

*' Source A is from a firm supporter of Catholicism. This means he is likely to have exaggerated the speed of restoration. Although his source is unreliable it is not useless, providing a clear image of his opinion, albeit not a clear image of actual events. Source B is more objective than subjective. It is 'the accounts kept by...' therefore it is very unlikely to contain any exaggeration'.*

Better candidates noticed the differences in timescale and realised 'A' was referring to the period before the main laws had been passed:-

*'...it is clear from Source A that the priest concerned was ready and waiting for this Catholic reformation as before a law is passed or act going through Parliament he has already re-catholicised his church. It says ' pictures and images set up once more' implying that the priest had still kept them from the Henrician era ... whereas Source B seems to plod along doing the altar one year, removing the communion table the next, then the clergyman's robes, then buying more images but by this time the English people are well within the Catholic fold.....'*

- (c) *This was soundly answered by most. What distinguished the better candidates was their ability to evaluate the sources as evidence for popular support, a good example of the importance of reading Source introductions carefully. A pleasing number saw that Renard in D is particularly useful because, although sympathetic to Mary's policies, he reports that it was causing a backlash. A few very good candidates cast doubt upon the accuracy of his judgement (an awareness based upon London alone and the threat to the Spanish alliance) as well as spotting that the Yorkshire priest in 'A' was not commenting on popular but clerical support in the area. Geographical factors were not always noted, although the best candidates commented on Catholic survival not only in the remote northern and western areas but even in the Protestant heartlands of London and the South East. Quite a number produced traditional 'Protestant' answers.*

**4. The English Civil War 1637-49**

(a) *This was often well and crisply explained, although a fair number failed to focus on 1645 and got bogged down in the Bishop's Wars and the history of Charles' relations with the Scots. Most referred to the Solemn League and Covenant, although some confused it with the National Covenant. A major weakness of many answers was a lack of linkage to the Source which states quite clearly that the New Model Army won the war 'without significant help from the Scots', the exact opposite of what many candidates claimed. Often they also asserted that the Scots helped to achieve victory at Naseby, where the Scots were not present.*

(b) *Responses here were very variable. Most understood that the Sources point very different pictures of the behaviour of the New Model Army. Some, however, could not believe they could be so different with such similar provenance (both Army Chaplains in the New Model Army). They tried to claim that the most important point of comparison was that both see the New Model Army as fighting for God. A more common weakness was failure to explain how such contrasting views could be equally valid evidence for the behaviour of the New Model. One is an account of a particular episode in which a key element was that Basing House was the home of a Catholic royalist and that Major Cuffle was a 'notorious Catholic'. Few seemed to have read the introduction to 'C' which highlighted the Catholicism of the owner and Cuffle. The other is a more general account of the character of the army overall. It was rare to see attention being paid to the propagandist element in 'D'. The following candidate was unusual in showing an awareness of what a chaplain was:-*

*'both Sources C and D promote the idea that they were driven by religious zeal shown by both 'the Lord God by this victory' and 'prayed much' even though, as chaplain to the Army both would be keen to enforce the religious elements of the Army whether they were central to their character or not'.*

*Even fewer commented on 'C' being a report to the House of Commons. Some candidates had a mysterious own knowledge, unattributed, about what the New Model was like which enabled them to judge which Source was the more 'true'.*

(c) *This was not very well answered. Many candidates dealt rather briefly with the explanation offered in the question and then wrote prepared essays or the reason for Parliament's victory and Royalist defeat. A fair number, however, did use 'A' as evidence for Charles failure to devise a clear military strategy (a term often mixed up with tactics) referring from own knowledge to Edge Hill or, in some cases, to Newbury, and Source B as evidence of his mismanagement of the 1645 campaign. Strangely, few noticed that the end of Source A refers to the same events as Source B. Candidates were less successful in using Sources C and D. They were intended to provide evidence to support another point made in Source A, that the New Model Army won the war for Parliament, and to provide ideas for discussion about the reasons why it was so successful and ruthless (C), discipline and regular pay (D) and 'godliness' (both C and D). Source A also provided other reasons (control of the ports, the navy, numbers etc.). Many produced sequential and descriptive answers that paid only token attention to the sources.*

**5. Louis XIV's France, 1661-93**

*Although done by a minority, some excellent responses were read.*

- (a) *Most linked this, rightly, to Versailles and grandeur though an excellent few also referred to squares and statues throughout France. These points were quite well linked to the Source, though few made links to the overall message of 'A', that Louis' interest as a patron was part of his devotion to monarchy as a symbol of France's glory. Better answers ranged widely amongst the arts (including Le Notre's gardens) and one even referred to the mythology and symbolism of the room layout at Versailles (War and Mars etc.). Weaker responses could have been strengthened by more references to those Louis patronised. Part of a response that gained Band 1 is as follows:-*

*'.....When visiting Louis XIV, the ambassador would have been led up a staircase surrounded by paintings by Le Brun portraying Louis as 'in good health' and arrogantly self confident. Additionally the ambassador would have passed statues from Greek mythology such as Apollo and Jupiter. These portray Louis as a strong King and encourage his subjects to regard him as master'.*

- (b) *Mostly answered soundly, and candidates saw the contrast between the two Sources and the explanation provided by their provenance. Some were too keen to dismiss Louis' views in Source A as self serving, when his advice reflects quite accurately what he thought of Kingship and we know he worked hard. Weaker candidates contrasted points without considering the central direction. One candidate put this very well:-*

*'The absolute nature of Louis' Kingship is agreed by both sources. It is simply the effects which are disputed'.*

- (c) *Most candidates were able to pick out relevant ideas from the Sources and there were no major misunderstandings, yet few attempted a definition of 'tyranny' that would have helped to assess Source D's claim. It was generally recognised that 'D' comes from a hostile commentator and that on the whole the other sources disagree with Northcote's verdict. A number of candidates sensibly referred to Louis' treatment of the Huguenots (and in some cases, the Jansenists) as evidence from their own knowledge to support Northcote. Some went further and noted that 'D' was written at the very time of the campaign against the Huguenots and sees it less from the vantage point of Versailles than through the eyes of Protestant French provincials. Not many contrasted Leibniz's 'moderation' with Northcote's 'excesses', or were able to see the distinctions drawn by 'A', 'B' and 'C' on the issue of power and whether it was used tyrannically.*

**INSET:** Following up the success of our collaborative teacher study day meetings with the Victoria & Albert Museum in 2004-2005, a teacher study day will be held in 2005-2006 on the English Civil War and Oliver Cromwell at Peterborough Cathedral. The day will also look at the cathedral to explore how a building can be used for a coursework Investigation and how local studies can make an enjoyable and effective coursework Investigation.

### **Unit 2582**

839 centres entered 4885 candidates, 56% of whom were retaking from June 2004. 2 centres complained about question 7 while another complained just about sub-question 7(b).

Again by far the largest number of candidates were concentrated here. 538 Centres entered 5,036 candidates, with the majority answering on Nazi Germany. A long way behind, the rank order remains similar: Q4, Q3, Q2, then a clear drop to Q1 and Q6 and a very small number tackling Q5. 2 complaints were received about Q7c, one about Q7b.

### **1 The Origins of the French Revolution 1774 – 92**

- (a) This was not well done. Explanation was vague on who, apart from Turgot, the economic reformers might be and what they hoped to achieve. Linkage was rarely commented on (technocratic ideas but blind to the political problems involved). Weaker candidates simply recycled the text of 'D'. Hardly any mentioned 'physiocrats' or the 'Enlightenment' whilst most commented on fiscal reform with little sense of the wider economic issues (customs barriers within France).
- (b) Despite the strong contrast between 'A' and 'B' many candidates made heavy weather of comparing the two, many preferring to sequence their answers. A surprising number wrongly thought Turgot the author of Source A and thus saw this comparison as revolving around a political struggle between him and Calonne. Hardly any candidates spotted the difference in date (1776; 1787). During those 11 years the need for change increased dramatically and the financial crisis deepened. Such mistakes undermined effective comparisons and were the product of careless reading (of the introduction and the dates provided). Many ignored the defence of noble privilege in 'A' and were unable to compare this with the views of Calonne in 'B'.
- (c) Most candidates did a little better here by focusing on the question's assertion that Louis bore the main responsibility for reform failure. Weaker candidates could not go much beyond Louis to consider other factors – ministerial weakness, structural problems, vested interests, war etc. Their own knowledge was too weak and a sequenced skip though the sources was preferred with little evaluation. Source C was a case in point with many thinking he was awaiting execution at the King's command and was therefore hopelessly prejudiced against him. Source D, Schama, was underused, even dismissed on occasion (a secondary source skewed by hindsight). His approach here, a controversial one, was to blame the reformers as too repressive and straight jacketed rather than Louis. Few, even amongst the able, appeared to pick this up. Several went way beyond the 1778 end date of the question.

### **2 The Condition of England 1832 – 53**

- (a) A fair few candidates wrongly assumed this to be a reference to the Factory Act, missing the Mines dimensions altogether - it was a reference to the Children's Employment Commission of 1842 (the Mines Report) apparently not well known. The Factory Act of 1833 was only of relevance here in that the commission thought its consequence was to drive children down the Mines to even worse conditions. Some were confused by the Benthamites, others wrote very

generally about Shaftesbury. This was another case of not reading the introduction (legislation on mines), the Source ('notably the mines') and the attribution (which gives the date, easily cross referenced to Source D on 1842).

- (b) This produced a mixed response. Most did not compare very effectively because they failed to focus on the evidence for and against the 10 hour day. The key weakness was to misunderstand Engel's position. Most seized on 'his father's factories' and proclaimed him to be a factory owner and anti reform – he was in fact stating the owner's arguments only to knock them down, as Ashley in more detail also does in 'B'. Few picked up on his even more radical stance, despite the introduction. As a result many struggled to make an effective comparison and certainly handled provenance poorly.
- (c) There were some very good answers to this question but most failed to grasp the opportunity offered by two opposing interests, economic and welfare. Most answers argued for the triumph of welfare with no reference to economic resistance, important to achieve a balance. This may be because most candidates were happier to use 'A', 'B' and 'C', all in the welfare camp. Source D was neglected and yet provided data, hopefully not unfamiliar, that could be used to argue for both sides. Even the introduction gave a clue – that legislation applied only to mines and textiles (and even here silk and lace were not covered), not to any other type of workplace. In most responses there was very little evidence of own knowledge although 'D' was used as a weak substitute here.

### 3 Italian Unification 1848 – 70

- (a) Piedmontisation was generally well understood but there were few examples of the process beyond what could be gleaned from 'D' itself and the obvious linkage (there was no alternative if Italy was not to collapse) was rarely referred to.
- (b) This was answered well by most, with a clear sense of similarity and difference. One weakness, seen in both middling and weaker candidates, was to miss the elements in 'C' favourable to unification. This resulted in 'B' and 'C' being seen as black and white alternatives. Evaluation could be very 'stock' but better responses did pick up on the more positive attitude of 'B'. The following is part of a low Band 1 answer:-

...Both De Sivo and Du Camp suggest Garibaldi's March to the South to not have been as wanted or needed as the man himself might have suggested. Du Camp in 'B' admits the Neapolitans saw him as "just a new master" whilst De Sivo's contempt towards Piedmont, where it would have seemed Garibaldi had been sent from, possibly backs this claim. Overall, these sources differ between Du Camp's optimistic view of liberated Neapolitans in 'B' to De Sivo's account in 'C' of a disillusioned and angry people not satisfied with unification.

- (c) This was the weakest of the three questions. Many candidates were reluctant to engage with imposition by 'force of arms', although those who kept it to the fore and made the distinction between it and other means usually scored well. Some drifted to a stock answer on how Italy was unified. Quite a reasonable response was given by those who saw the ways in which 'A' and 'B' could be linked, with 'C' juxtaposed and then 'B' and 'D' used to counter the idea of imposed authority. Sometimes 'D' was underused with few attempts at evaluation. The same was often true of the cartoon in 'A'. This was improperly understood not least its English provenance. The focus should have been on force and the state of Italy between 1860 and 1870 but some could not resist covering Garibaldi's earlier exploits in the South. Others felt they had to refer to the problems of acquiring Venetia and Rome, admissible, given the use of force (not always by Piedmont) but not at the expense of the state of Italy. What

follows was a reasonable Band 1 response, not without faults, which uses sources, own knowledge and evaluation to assess Piedmont's role:-

Piedmont's role in Italian Unification was always an authoritative one, from her large input in the 1848 revolutions, to her king, Victor Emmanuel II becoming king of Italy. The Punch cartoon in A, and De Sivo's account of Neapolitan attitudes, in C might suggest her authority from 1860 – 1870 was imposed through 'force of arms', whilst Du Camp in B and Darby in D, imply a less aggressive role within Italian unity

The 'Punch' cartoon in A has Garibaldi telling the king to "try a little more gunpowder" to get his metaphorical Italian 'boot' on. Written in 1860, the cartoon is contemporary and would be able to give a more objective view of Piedmont's role as it is an English publication. Though Britain offered diplomatic support to Italy, she always remained impartial, so the picture's sentiments would have no need to be exaggerated. De Sivo, in C also intimates Piedmont's role to have been one of force, claiming her to "make war on Italians" and intimating Piedmont only wanted to "Unite Italy to rob her". Though, as mentioned, De Sivo, in C, would have been angry and bitter as a Neapolitan himself, his implications back up the 'Punch' cartoon's implications of Piedmont aggression. The "war" that De Sivo talks of is the blood shed during the unity of north and south following Garibaldi's campaign in March 1860. Though Du Camp, in B, does not suggest Piedmont to have been aggressive, even he suggests Garibaldi's presence in the south to have been unwanted. "Just a new master" would imply he was no less controlling or forceful than any of the other despotic leaders the south had had, such as Ferdinand II. Garibaldi's campaign in 1860 saw force of arms, and in the following year, with the Austro-Prussian war of 1866 that Italy was involved in, more Italian men died, a conflict involvement that many would have deemed unnecessary. Yet it was the governing men of Piedmont who would have engaged Italy in conflict, an action which makes De Sivo in C's emotive language and content slightly more understandable. Added to this, the union of North and South was a fragile one, with the north unable to cope with the south's political, financial and social instability. Darby in D, states Piedmont's impositions to have been the only alternative to stop Italy "falling apart".

However, it could be said that Piedmont was not entirely to blame. Her authority may have been opposed throughout "the peninsula" as Darby in D claims, but there was little other alternative. She was the most progressive and forward Italian state of the period, with a competent prime minister in Cavour so therefore the most apt country for leadership. With a country so disunited and disillusioned as Italy, perhaps force was what was needed. Although Garibaldi's actions in 1860 caused nationwide instability, his momentum and spontaneity was required, as it might have taken many more years to unite.

In conclusion, it is said that Piedmont did impose its authority on Italy from 1860 to 1870, as shown by the Punch cartoon in A, De Sivo in C, and even, unwittingly, Du Camp in B, but that her position was one of necessity without which Italian unity could have been a less realistic nation.



**4. The Origins of the American Civil War 1848-61**

- (a) Most candidates had few problems with this question and could easily appreciate Sewall's stance on previous compromises. Knowledge of these was well developed, although the immediate context (Dred Scott the year before and the Kansas Nebraska Act) was less well known than 1820. Weaker candidates failed to explain the 'pretended' element of the reference.
- (b) This too was mainly well answered, although some were careless when reading Lincoln in 'B' and on the focus of Republican intentions. Lincoln was not necessarily speaking for the Republicans in an official capacity but addressing some in New York prior to his adoption as Presidential candidate. This may affect his view, which clearly contrasts with Davis' much later opinion that Lincoln's intention had always been abolition. Lincoln maintained he merely wishes to prevent its spread. Those who could set the source in context and evaluate provenance were easily able to distinguish between Lincoln's actual intention in 'B' from the interpretations of them in C.
- (c) There were some good answers here as well, often grouping the sources (usually Seward v. Lincoln, Lincoln v. Davis with Davis pairing with Rhodes) with some own knowledge. The latter was quite skeletal. Some lost sight of the importance of the election, others that of sectional matters. The best answers focussed on 'unavoidable' and were aware that secession was not the same thing as Civil war. Weaker candidates were unaware of such important distinctions. Surprisingly few noted the contrast between Seward (A) and Lincoln (B) and its impact on southern perceptions. An even smaller number made sharp use of 'D'. A critical evaluation of the Sources was disappointingly rare. Better candidates came up with some alternatives to Lincoln's election, suggesting social, economic and cultural imperatives, especially a South seeking economic independence and withholding cotton stocks from the North to effect this. A solid conclusion to this question is given below:-

'Lincoln's election did not bring about the American Civil War as many factors contributed to it. However he did stand strong and fought for what he wanted – to keep the Union and prevent the extension of slavery at almost any cost'.

This was a useful reminder that (c) does require a judgement to be made. It would have been better if it could have developed the sectional points in 'C' to enrich and extend the answer.

**5. The Irish Question in the Age of Parnell 1877-93**

- (a) Most were able to explain what the Phoenix Park murders were, though specific details were only known by the best. The context was more of a challenge (a pivotal moment which had the ability to disgrace nationalists or wreck Gladstone's 'resources of civilisation'). Linkage was a problem for some who did not pick up on Kee's nationalist perspective.
- (b) Most answered soundly, identifying the key differences of opinion on coercion. Drawing appropriate conclusions from the attribution was more problematic (with the view in 'B' seen as either a Liberal or a Irish Nationalist, although the provenance should have proved sufficient help here). Few candidates knew who

Morley was or were able to question some of his claims. More were aware of Kitty O'Shea but the full range of comparison was often missed.

- (c) Candidates needed to balance their answers between Coercion and Reform and ensure that the focus was on Government success rather than Parnell and others. Few resisted the temptation to discuss it from the Irish viewpoint. Despite its mention in D few seemed aware of the importance for the question of reform of the 2<sup>nd</sup> Irish Land Act or the absence of later political reform. Coercion was handled soundly. Lack of detailed, precise knowledge hindered the weaker answers. In some cases candidates probably didn't read the question carefully enough. Source A was not used well (a GCSE level of cartoon evaluation) and nor was 'D'.

**6. England in a New Century 1900-1918**

- (a) Candidates were frequently vague on the L.R.C., even to the extent of failing to pick up on the argument surrounding it – the development of a class-based system of industrial politics. Few knew the detail of the Socialist Societies whilst hardly any referred to the crucial role of the Trades Unions, a good link to the assertion of a class based politics emerging. The precise context of 1900 (Trade Union legal concerns and the General Election) was poorly understood or even mentioned by most.
- (b) The tendency here was to offer a general comparison rather than focussing on commitment to socialist policies. Identifying which elements were 'socialist' proved a challenge to many. Better candidates noted the different dates and authorship but clearly many were unsure about the meaning of socialism (contenting themselves with looking at 'A' and deciding that measures dealing with social problems meant or implied socialism). Better candidates spotted the election in 'A' but seemed unaware of the post 1910 election rallying of Kier Hardie, so different in tone to the more timid socialism of 1906.
- (c) Many candidates failed to use the two parts of the question to organise an effective answer – independent (of the liberals) and influential (on government and all parties). Weaker candidates jumped around failing to settle at any point. Better candidates ran with 'independence' (introducing the Lib/Lab pact of 1903) but made less headway with 'influential', failing to explore the link with rhetoric, the New Liberal social reforms and the danger of splitting the progressive vote, allowing a Tory victory. Independent knowledge was rarely in evidence though some knew much about labour fortunes, political, ideological and electoral. Candidates were over-reliant on the Sources. These were rarely analysed. C and D were under-used, the points made by the historian in D especially lacking evaluation and understanding.

**7. Nazi Germany 1933-45**

- (a) Better candidates provided some explanation of the function of the SA, often with an emphasis on its links to unemployment and then turned to context and linkage by invoking the whole sentence on discipline and the approval of big business (Zahn's economic and business perspective). Failure to include this point confined marks to Band III, a frequent occurrence. The best were able to link this to the Communist threat and a fear of social upheaval and property confiscation. A few embarked on provenance and reliability, a waste of time in (a) or tracked the SA, unnecessarily, to the Night of the Long Knives in 1934.

- (b) A surprising and alarming number compared the wrong sources here, using 'B' and 'C' instead of 'B' and 'D'. Such responses could not go beyond Band VI at best. Many created a sequential discussion of contents with some implied and/or end comparison. The latter could be shrewd, but a good number did create focussed, sustained and developed comparison. Most spotted the similar focus on Hindenburg and that no one wanted Hitler as their first choice. Only the better candidates could distinguish between the elites in 'D' and the role of Papen in 'B'. Evaluation of provenance was often laboured and 'stock', especially when considering Kershaw in 'D'. His status seemed to invite much trite comment. Meisner's could be equally facile (too close to events, reliable because he was there at the time or speaking on oath as opposed to Kershaw's distance). Better answers picked up on Von Papen, the elites and access to Hindenburg. Some candidates did dwell excessively on the qualities given in Band I of the Generic Mark Scheme. Such a rigid structure distorted their answers and, although often interesting, are not to be recommended. A large number included extra knowledge to explain Hitler's accession to power. Intended as support for the content of the Sources it was usually a substitute for it.
- (c) A few candidates skewed their answers irrelevantly away from early 1933 (which was interpreted liberally to mean either just January or right up to June; it was expected that most would confine themselves from January to March but no particular stance was advantaged). The weakest turned it into a rise of the Nazis or 'seizure of power' question. If taking it way beyond 1933 they diverted into the issue of the success of the regime in solving Germany's problems. The best candidates realised that they had to look at a variety of key political groupings and assess how each handled the crisis in January. Source 'B', and to some extent 'D', could, without hindsight, be taken to infer Conservative triumph in exploiting and 'hiring' Hitler. Much depends on how candidates wished to interpret this. 'C' was an important source for the SPD and the KPD which provided material that suggests a failure on their part whilst 'A' and 'C' demonstrate how effective the SA were in exploiting their position. Own knowledge was often very weak, with no reference to the February Edict, the Reichstag Fire or the March Election. All would provide a rich seam for who best exploited the situation. Too often many merely proffered comment on Nazi popularity and propaganda. The Sources were frequently dealt with in sequenced order, thus encouraging referencing and narrative. The following is a reasonable low Band I answer, rather light on own knowledge and the evaluation of provenance but well focussed and argued.

*'The Nazis, led by Hitler, had the ability to make the best of situations that they could gain an advantage from. This is clear from the way Hitler exploited German desperation in the early 1930s to achieve 44% of the vote by 1933. Source C supports the view that Hitler's government were in a 'strong position' to take control of Germany. The source shows an opposition party leader's fears over the power the Nazis were obtaining. It says that there was little that other parties could do to stop the Nazis. The only hope was to wait for Hitler to break the Constitution and to try to displace the Nazis then. However, Hitler's ability to gradually seize power through relatively legal methods helped stop this threat and little opposition troubled the Nazis throughout the 1930s.'*

*Source D also claims that the Nazis were unlikely to encounter many problems in coming to power as they were the most obvious and popular candidates. It claims that Hitler has the support of the elite who knew that he was the man who could help Germany recover. The elite and indeed the German public must have had some worries over Hitler's long term objectives but as Source A*

*states, it was hard to tell if National Socialism was good or bad overall. The Nazis seemed to be the government least likely to fail Germany. A comparison can also be drawn between Sources 'A' and 'C' as the role of the SA is discussed in both. The SA were to form a force for Hitler to use against opponents and also build the foundations of a new hardworking and disciplined Germany. The SA were to train the unemployed who could then be used to eliminate those few who had preferred to join rival parties. Hitler had gained power and support by using the SA as Source C shows and would go on to keep his promises by establishing organisations like the DAF who represented virtually the whole German workforce by the late 1930s.*

*Source B shows that Hitler exploited Germany's position well by accessing Hindenburg through Papen. It says that Papen was the main reason Hindenburg was persuaded to appoint Hitler as Chancellor. It seems that Hitler has the political skill to use situations to his advantage and used the SA and elections to promote his power. His exploitation of the Reichstag fire in 1933 is an example of his skill as he went on to use this and the Enabling Act to stamp his authority. Hitler had tried to convince Hindenburg of his credentials by telling him he could control the SA better if he was Chancellor. This shows that Source D maybe right in saying Hindenburg was the key to power and convincing him was critical. Hitler therefore made the Nazis the most obvious choice and best exploited the situation in early 1933.*

INSET: Following up the success of our collaborative teacher study day meetings with the Victoria & Albert Museum in 2004-2005, a teacher study day will be held in 2005-2006 on the Poor Law at the Southwell Workhouse, Nottinghamshire (National Trust).

## Units 2583-2584: Period Studies - English History

### General Comments

The overall quality of candidates' work in both Units was satisfactory and represented a slight improvement when compared with January 2004. All of the Examiners reported that most of the scripts that they marked were of a sound standard although there was some variation in the number of excellent scripts that they read. The questions on the Study Topics on medieval and on social and economic history in Unit 2583 had the fewest responses.

Examiners noted several ways in which answers have improved since AS Level was introduced. One of these is the care that most candidates now take to address the key instructions in question, such as 'Assess ...', 'How far ...?', 'What was the **most** important ...?', and 'To what extent ...?'. Some answers simply record events but most make an attempt to use the right approach. The most frequent discriminating factor between answers that are awarded one of the middle mark bands and those that merit a high band is probably the way in which they are structured to address the key instruction. Examiners can only assess what has been written; potential is for others to judge. However, it is often clear that an answer could have been improved if it had been organised better, and especially if the candidates had paid more attention to the key instructions. Candidates whose answers are awarded Band III can often recall enough knowledge to achieve Bands II or I, but they fail to use their knowledge effectively.

### Not answering the question

The Chief Examiner's section of this Report emphasises the importance of considering alternative explanations in answers. Questions are never set on one factor alone. Most ask candidates to consider different reasons or factors involved in a problem in relation to one another.

A core characteristic of the more successful answers is their ability to examine and weigh the relative importance of a variety of factors or issues involved in a question. By contrast, moderate answers often only list factors without linking them or assessing their relative importance. Some limited answers are confined to one aspect, usually becoming a 'Yes/No' response.

It is important to practise writing extended essays such as are required in these Units. Past examination papers provide a fund of examples. However, some scripts indicate that their candidates were repeating answers to previous questions rather than concentrating on the particular questions that were set in this examination.

There were very few rubric infringements with candidates attempting more than one question. Very few candidates seemed to have difficulty in finishing their answers within the allocated time. Examiners reported that some candidates seemed to have spent too much time writing a plan. Plans can be very helpful and previous reports have suggested how they can be used to construct an effective answer. However, they should not be taken to extreme lengths.

For detailed guidance on answering Period Study essays, see the Summer 2004 *Report* pp.52-53.

*Comments on Individual Questions*

**Unit 2583 Period Studies - English History 1042-1660**

536 centres entered 2440 candidates, 67% of whom were retaking from June 2004. There were no complaints about any of the questions.

**England 1042-1100**

**Q1 The Reign of Edward the Confessor 1042-1066**

(a) There were some very effective answers to this question. Most of the candidates were able to consider a number of relevant aspects of the reign of Edward the Confessor.

(b) Some Examiners reported that they had read some very impressive answers to this question on the condition of the Church during the reign of Edward the Confessor. The answers examined a range of features and provided balanced responses.

**Q2 The Norman Conquest of England 1064-1072**

(a) The quality of the answers was variable. Most candidates were able to describe the relevant events that involved Harold Godwinson's attempt to succeed Edward the Confessor but fewer dealt successfully with the comparative element that the question required when they had to assess 'How strong' was his claim. Examiners did read some sound answers that included this comparative element, usually contrasting Harold's claim with that of William of Normandy although other claimants were also mentioned.

(b) Examiners read good discussions of William I's problems from 1067 to 1071 and sound answers assessed how far he was secure as king. However, some candidates were uncertain about the relevant chronology and discussed the later years of his reign.

**Q3 Norman England 1066-1100**

(a) There were too few answers on which to base general comments.

(b) The question arose from the third key issue and associated Content, 'What problems were raised by the linking of England with Normandy? The problems of ruling both England and Normandy, the effects of William I's absences from England, William I's divisions of his territories'. The quality of the answers was variable because some candidates could only write generally about William I's problems and could not link them to joint rule over England and Normandy.

**Q4 Society, Economy and Culture 1042-1100**

(a)&(b) There were too few answers on which to base general comments.

**England 1042-1509**

**Q5 The Threat to Order and Authority 1450-1470**

(a) The quality of the answers was pleasing. Many candidates wrote convincing assessments of the reasons why Henry VI found it difficult to control the nobility from 1450 to 1461. Some very successful answers were able to examine the personal responsibility of the King and the difficulties that were caused by the ambitions and intrigues of some of the nobles. The best answers did not only provide a list of reasons for Henry VI's problems but explained why some were more important than others.

- (b) Most of the answers were at least satisfactory and some were very creditable. Moderate answers tended to describe the problems faced by Edward IV from 1461 to 1470 but did not indicate why they were serious. A few candidates did not differentiate between two problems as the question required. Successful answers often discussed the problems caused by Edward IV's marriage and Warwick.

**Q6 The End of the Yorkists 1471-1485**

- (a) The overall quality of the answers was very sound. Most of the answers displayed a good standard of relevant knowledge and were well organised. The discriminating factor between satisfactory and good answers tended to be that the former often explained Richard III's problems whereas the latter focused on the reasons why he was distrusted. The former tended to assume distrust, arguing implicitly that it is evident that the King was distrusted because he faced opposition. A few spent more time explaining the results of the distrust of Richard than in explaining its origins. As in previous questions on Richard III, some provided unnecessary detail about the Princes in the Tower and were vague about other developments. The circumstances of Richard III's accession are important but the Study Topic requires knowledge of other aspects of the reign as well.

- (b) Most of the answers focused their arguments on Henry Tudor as the question required. The most successful answers linked knowledge to their explanations whereas some of the less successful essays told the story of Henry Tudor and did not deal directly with the problems that he faced.

**Q7 The Reign of Henry VII 1485-1509**

- (a) Examiners were pleased with most of the answers that they read. They reported that the material in the answers was usually very accurate and showed judgement about Henry VII's methods of raising money. Some effective essays tried to distinguish between 'greedy' and 'efficient'. Almost all of the candidates supported the claim that Henry's methods were efficient; a few questioned whether he should be described as greedy.

- (b) Most candidates agreed that Henry VII's most important aim in domestic affairs was to avoid rebellion. The most successful explained why this was so and also considered other aims, showing some priority of importance. Some thoughtful answers linked the King's various aims, e.g. arguing that Henry VII's treatment of the nobility and his financial policies had the underlying aim of stabilising his regime and avoiding rebellion.

**Q8 Social and Economic Issues 1450-1509**

- (a) There were too few answers on which to base general comments.

- (b) Although there were not many answers to this question, Examiners did read some competent responses and a few very good answers that were able to explain the importance of wool to the English economy in the second half of the fifteenth century. The moderate answers often described how the wool trade was organised but were less able to argue and assess the reasons for its importance.

**England 1509-1558**

**Q9 Henry VIII and Wolsey 1509-1529**

- (a) This question asked candidates to assess how far Henry VIII achieved his aims from 1509 to 1514. It discriminated well between candidates. Some identified only one aim whilst others, usually the more successful, examined a variety of aims. There were some very convincing and well-judged assessments of the King's

success. Some of the weaker answers to this question and to Q9 (b) were uncertain about the chronology of Henry VIII's reign. In Q9 (a), they went beyond 1514 whilst in Q9 (b) they began before 1515. The most successful answers considered Henry VIII's successes and failures in the relevant period to examine 'How far' he achieved his aims.

- (b) Most of the answers displayed adequate knowledge of the topic. The discriminating factor between moderate and good responses was usually the extent to which candidates could use their knowledge to frame an argument about the relations between England and foreign countries in order to explain why England was diplomatically isolated by 1529. The best answers were able to consider the period from 1515 to 1529 as a whole; some of the less successful answers included partial treatment of the period, usually ending in about 1525.

**Q10 Government, Politics and Foreign Affairs 1529-1558**

- (a) The candidates were usually able to explain accurately the meaning of the term 'factions' when applied to the reign of Henry VIII and some sound answers identified some of these factions. The most successful candidates concentrated on assessments of the King's success in dealing with these factions. The best essays considered evidence for success and failure.

- (b) There were some good answers to this question on the opposition to Somerset and Northumberland. Examiners reported that the weaker candidates often knew less about Northumberland than about Somerset and wrote unbalanced answers.

**Q11 Church and State 1529-1558**

- (a) The quality of most of the answers was good. Candidates usually wrote relevantly about the dissolution of the monasteries and provided a variety of reasons why the process happened comparatively easily. (Examiners reported that 'monasteries' was frequently spelled incorrectly.) The most successful answers did look at the problems and considered particularly the significance of the Pilgrimage of Grace, assessing how far it was a reaction against the monastic dissolutions. Some candidates questioned whether the monasteries were suppressed 'so easily' and used the Pilgrimage of Grace to substantiate this argument. Some candidates wrote too generally about the reaction to the Reformation in general. This was not irrelevant but was too imprecise to merit a high mark.

- (b) There were some variable answers to this question. Whilst most of the answers were fully relevant, some candidates were less able to assess how serious was the opposition to the religious policies of Mary I. Most candidates wrote satisfactory accounts of the Queen's policies but some were vague about the key issue in the question.

**Q12 Social and Economic Issues 1509-1558**

- (a)&(b) There were too few answers on which to base general comments.

**England 1547-1603**

**Q13 Church and State 1547-1603**

- (a) Most of the answers were relevant and went beyond general accounts of Puritanism. Candidates did focus on assessments of Elizabeth I's success. A characteristic of the less successful answers was that they were uneven in their ability to distinguish between the different stages in the reign. For example, some essays dealt confidently with the early years, including the Elizabethan



settlement, but ignored the situation at the end of the reign. However, Examiners reported that a good number of answers were able to take a long-term view.

- (b) Some answers were limited in value because they showed an awareness of the threat to Elizabeth I from the Catholics but they did not define two methods used by the Queen and her government to deal with it. It was relevant to discuss Mary, Queen of Scots, but some candidates devoted too much time to accounts of her time in England. Such answers would often have been improved if they had focused more on the extent to which Mary posed a threat. On the other hand, Examiners read well organised and effective studies that defined two methods and assessed their effectiveness.

**Q14 Foreign Affairs 1547-1587**

- (a) The question was about the extent to which policy to Spain changed from 1553 to 1585. The general quality of the answers was sound and some deserved a very high mark because they focused on change (and, by implication, continuity because the question asked 'How far...?'). Some candidates were careful to point out that policy did not change substantially on Elizabeth I's accession. They were also aware of the conflicting pressures on the Queen.

- (b) There were interesting appraisals of relations between Elizabeth I and France from 1562 to 1584. The most successful candidates had a firm grasp of the period as a whole and considered a number of factors that affected relations. They compared the importance of religion with other factors. Answers in the lower bands sometimes related events but did not explain their significance.

**Q15 Government and Politics in Elizabethan England 1558-1603**

- (a) The moderate answers to this question were usually too unbalanced to merit a high mark, often because too little attention was given to the House of Lords. On the other hand, Examiners read well-informed discussions of both Houses. It was not necessary to give equal attention to the Commons and the Lords because the question asked which was the 'the more important' but a good mark needed an adequate view of both to provide the necessary comparison.

- (b) It was possible to approach this question on the prestige of the monarchy during the last years of Elizabeth I's reign in a comparative way, by contrasting the later period with the earlier years of her rule. However, even when taking this approach, it was necessary to focus on the specified period. Candidates were allowed some leeway when defining the last years. Some excellent answers concentrated on the few years before the Queen's death, others dealt with the 1590s and some began in 1588, using the Spanish Armada as a turning point. However, some answers stretched the possibilities too far, for example by giving too much attention to the Northern Rebellion which occurred well before the last years of the reign. It is possible that such candidates might have benefited from constructing a clearer time-line in their studies.

**Q16 Social and Economic Issues 1547-1603**

- (a) Some answers deserved marks in the middle or lower bands rather than the high bands because they were able only to describe the general effects of rising prices. The few answers that deserved a high mark distinguished between different social groups and examined the impact of rising prices on them.

- (b) Some answers deserved marks in the middle or lower bands rather than the high bands because they were limited to surveys of Elizabethan legislation to deal with poverty and did not assess sufficiently their success. Other answers described the

extent of poverty and assumed the government's lack of success because poverty continued. The most successful answers combined these approaches, contrasting government actions with the continuing problem of poverty.

### England 1603-1660

#### Q17 Politics and Religion 1603-1629

- (a) The quality of most of the answers was not as good as the standard of answers to Q17 (b). The most important limitation was that candidates were less able to explain the causes of James I's financial problems.
- (b) The overall standard of the answers was sound. Most candidates could explain satisfactorily the meaning of 'Divine Right' and applied it to the period from 1603 to 1629. Very successful answers provided a series of reasons to explain the opposition to 'Divine Right' in this period, offered some priorities among the reasons and linked the opposition to specific developments.

#### Q18 Personal Rule and Civil War 1629-1649

- (a) Examiners reported that they had read some very good answers. Candidates were able to write well-organised and substantiated explanations of the unpopularity of Charles I's Personal Rule. The question asked about the situation in England. Some answers referred to developments in Scotland and Ireland without linking them to the King's reputation in England. Most candidates kept within the relevant period, ending their answers in 1640, but some spent too long on the ensuing years. There were some very successful answers that suggested an order of importance for the various factors, the majority agreeing that religion was the most important reason for the unpopularity of Personal Rule.
- (b) Answers could achieve a high standard when they considered a series of reasons for the failure to reach a negotiated settlement between Charles I and his opponents during the period from 1646 to 1649. The question asked particularly for an assessment of the role of the army. There were some thoughtful essays that distinguished between the army officers and the rank and file. The best answers compared the importance of the army and that of other individuals and groups such as Charles I himself, Parliament and the Scots. They came to a considered conclusion about which was the **most** responsible.

INSET: Following up the success of our collaborative teacher study day meetings with the Victoria & Albert Museum in 2004-2005, a teacher study day will be held in 2005-2006 on the English Civil War and Oliver Cromwell at Peterborough Cathedral. The day will also look at the cathedral to explore how a building can be used for a coursework Investigation and how local studies can make an enjoyable and effective coursework Investigation.

#### Q19 The Interregnum 1649-1660

- (a) The quality of most of the answers was pleasing. The majority of the answers were very relevant and examined a number of reasons to explain Cromwell's dissatisfaction with the Rump by 1653. The most successful answers put these reasons into an order of priority. Some candidates only listed the reasons and did not assess their importance.
- (b) There were some well-informed discussions of Cromwell's religious policies that were supported by appropriate references to particular developments, such as his treatment of the Catholics and Jews. Some candidates used the question to compare Cromwell's views with those of his contemporaries, a valid approach as long as the answers did not become too general.

**INSET:** Following up the success of our collaborative teacher study day meetings with the Victoria & Albert Museum in 2004-2005, a teacher study day will be held in 2005-2006 on the English Civil War and Oliver Cromwell at Peterborough Cathedral. The day will also look at the cathedral to explore how a building can be used for a coursework Investigation and how local studies can make an enjoyable and effective coursework Investigation.

**Q20 Society and the Economy 1603-1660**

- (a) There were some interesting and convincing answers on the Levellers which went beyond descriptions and assessed reasons for their emergence and growth. Some answers would have been improved if they had been less general, for example by referring more to the Levellers' ideas and publications.
- (b) The question discriminated between candidates who had only a general understanding of the witch craze and those who attempted more seriously to explain why some groups, especially women and the poor, were the main victims. Some answers listed reasons but the most successful answers offered priorities, explaining why some reasons were more important.

**Unit 2584: Period Studies - English History 1780-1964**

653 centres entered 2816 candidates, 68.5% of whom were retaking from June 2004. There were no complaints about any of the questions.

**England 1780-1846**

**Q1 The Age of Pitt and Liverpool 1783-1830**

- (a) Examiners read some very successful answers to this question on Pitt. These essays examined his reforming policies and supplemented their explanations by reviewing other reasons for his domination to 1793. The highest marks were usually awarded to answers that placed the reasons in a hierarchy of importance, indicating priorities.
- (b) Some candidates relied on the argument that the radical challenge from 1812 to 1822 was serious because the Liverpool governments took action; this sometimes led to more attention being given to the governments than to the radical challenge. This was not irrelevant but it could lead to skewed arguments. Some candidates were able to describe the radical challenge but did not assess its seriousness. The most effective answers concentrated on the nature and extent of the radical challenge, whilst also dealing with the reaction of Lord Liverpool's governments.

**Q2 War and Peace 1793-1841**

- (a) There were some well-informed and clear explanations of British actions in the wars against France. The most successful essays did consider a range of alternatives, including participation in the Peninsular War, and provided a judgement about the relative importance of different means of involvement.
- (b) Most of the answers could describe accurately Castlereagh's foreign policies from 1814 to 1822 but some candidates found it difficult to assess the degree of change and, by implication, the extent of continuity.

**Q3 The Age of Peel 1829-1846**

- (a) Most candidates showed considerable understanding of Peel's career from 1832 to 1841. Their answers were very relevant and convincing. Some answers did not distinguish between 'restoring' and 're-uniting', especially with the latter, and dealt more generally with Peel's success whereas the most successful answers tended

to examine the extent to which his party was re-united by 1841. A few answers showed an adequate understanding of Peel but were less certain about the chronology of his career. These strayed outside the specified period, especially by discussing developments to 1846. Whilst it was relevant to use material from 1841 to 1846 to argue that it proved the continuing differences within his party, some answers did not make a link with the specified period and the point could often have been made more briefly. Examiners suggested that some candidates needed to be clearer about the chronology in this Study Topic.

- (b) There were a number of sound answers to this question on Peel's abandonment of protection. Very successful answers considered a number of reasons and assessed their importance, coming to a considered judgement about the most important. There were some interesting discussions of Peel's personal views and the influence of Chartism and the Anti-Corn Law League. A few limited answers were able only to survey the events and outcomes of the Irish Famine. The Famine was important but was too narrow in itself to lead to a high mark.

**Q4 The Economy and Industrialisation 1780-1846**

- (a) Some wrote generally about industrial growth but were uncertain about the causes. Better answers discussed investment and invention but did not distinguish between the two factors. The most successful answers made such a distinction and compared their importance.

- (b) The quality of the answers was usually moderate. The most important weakness of the answers was that the candidates did not deal sufficiently with the term 'rural change' but spent too much time on general accounts of poverty, some of which was urban rather than rural.

**Britain 1846-1906**

**Q5 Whigs and Liberals 1846-1874**

- (a) Candidates could usually examine some relevant aspects of the period from 1846 to 1868 but the moderate answers were usually less able to explain the reform programmes. They were happier to consider the importance of individuals and the weaknesses of the Conservatives to explain the dominance of the Whigs and Liberals. These factors were important and it was possible to argue that either or both were more important than reforms but a high mark needed some view of the claim in the quotation, even if its importance was rejected. Examiners did read answers that took a wide view of reforms and other factors, assessing alternatives and coming to a clear conclusion.

- (b) The most frequent discriminating factor was the extent to which candidates could discuss the period from 1859 to 1874 as a whole. Examiners read some excellent answers that showed a breadth of understanding and focused fully on the key issues in the question. Most were usually successful in dealing with Gladstone's first ministry but the more moderate responses were often vague about the period before 1868. Credit was given when the answers explained what is understood by Gladstone's Liberalism. Some only explained Gladstone's personal support. Others were uncertain about the 'wide support' for Gladstone and his Liberalism but some answers discussed a variety of groups.

**Q6 The Conservatives 1846-1880**

- (a) The quality of most of the answers was pleasing. Candidates could often write sound assessments of the introduction of the 1867 Reform Act that dealt with the popular demand for change and other factors, e.g. Disraeli's wish to dish the

Liberals. Some answers examined 'the radical nature' of the Act by contrasting it with the Liberals' proposals, a valid approach.

- (b) Examiners read good answers to this question on the Conservatives' defeat in 1880. Many were able to assess Disraeli's personal responsibility and contrast it with other relevant factors, including the role of Gladstone. A few answers were more limited in value because they explained only Disraeli's actions and policies and did not link them to the 1880 election or compare them with other factors to assess 'To what extent was...'

**Q7 Foreign and Imperial Policies 1846-1902**

- (a) The most frequent discriminating factor between moderate and good answers was the extent to which candidates considered change (and, by implication, continuity) in the principles of British foreign and imperial policy from 1846 to 1902. At a basic level, some answers described a few crises without examining the principles that were involved. Some better answers concentrated on principles but did not consider change. The most successful focused on the extent of change and used particular developments to illustrate the reasons for, and application of, principles.

- (b) Most answers were of a high standard. They were relevant and combined effective explanations and appropriate knowledge. These candidates were able to explain the importance of trade routes to India and supplement this with assessments of other motives for expansion in Africa. Some candidates were tempted into accounts of Britain and the Eastern Question which might have resulted from some uncertainty about the geography.

**Q8 Trade Unions and Labour 1867-1906**

- (a) Some answers were able to trace the development of trade unions from 1867 to 1906 but did not merit high marks because they did not seek to link the unions with party politics, as the question required. The most successful essays made such a link and considered its extent.

- (b) High marks were usually awarded to answers that considered the contributions to the Labour Party of both Keir Hardie and Ramsay MacDonald and compared their importance. Examiners read some very effective appraisals. Some answers were organised in two parts and did not include a comparison to explain who was **more** important. A few asserted that one was more important, usually Keir Hardie, and did not examine the role of the other.

**Britain 1899-1964**

**Q9 Liberals and Labour 1899-1918**

- (a) The quality of most of the answers was pleasing. Candidates were usually able to provide convincing accounts of the problems facing the Conservatives, linking them with the outcome of the 1906 election. Some asserted rather than justified the claim that these problems were 'the **most** important reason' for the Liberals' victory. The most successful candidates considered relative importance of other factors, such as the Liberals themselves or the influence of Labour.

- (b) Answers in the middle Bands tended to fall into two categories: those that described the Liberals' social reforms at length but did not link them to the aims of the governments from 1906 to 1914, and those that accepted that social reform as an important aim but offered little detail about them. The most successful focused on the aims of the Liberals and considered social reform alongside other issues, coming to a clear conclusion about which was the most important. Some

candidates gained credit by considering how far the Liberals' aims changed from 1906 to 1914.

**Q10 Inter-War Domestic Problems 1918-1939**

**(a)** The question was about the impact of the General Strike during the period to 1929. Some candidates confined their answers to studies of the causes of the Strike and were therefore unable to gain a high mark. Other limited answers explained the impact in 1926 but did not continue to the end of the specified period. The most successful answers displayed an understanding and knowledge of the period from 1926 to 1929 and differentiated between political and economic factors.

**(b)** Examiners read some well-informed assessments of Ramsay MacDonald in answers that were balanced in their discussions of the governments of 1924 and 1929-31. However, some candidates made errors in answering this question (and Question 10 (a)) about the party allegiances of some major politicians. Candidates might be advised to draw up a table of politicians, their parties and roles from 1919 to 1939.

**Q11 Foreign Policy 1939-1963**

**(a)** Candidates were able to agree or disagree with the claim in the question that the aims of British foreign policy from 1939 to 1945 were affected more by relations with the USSR than with the USA. There were some very good answers that were balanced and included comparisons. Some answers were better on the later stages of the specified period than on the early years, especially when they discussed relations with the USSR. Moderate answers sometimes ignored the need to study British aims and wrote much more about events.

**(b)** Most of the answers to this question on British attitudes to European co-operation and integration were relevant but some candidates spent too long explaining other British interests. These were pertinent but could sometimes have been summarised more quickly to allow for more attention to the key issue in the question. There were a number of sound explanations that considered change and continuity in British aims.

**Q12 Post-War Britain 1945-1964**

**(a)** Most of the answers demonstrated an accurate knowledge of the Labour reforms from 1945 to 1951. Candidates could usually distinguish between three of them as the question required. The most frequent discriminating factor was the ability to compare comparative success. Some moderate answers asserted that one reform was the most successful but did not explain why.

**(b)** Candidates were rewarded when they considered a variety of reasons for Labour's victory in 1964. The question invited them to assess the particular importance of Harold Wilson. There were many convincing and rounded discussions that deserved high marks. Candidates could disagree with the claim in the quotation about Wilson's role; the highest marks could be awarded to answers that judged other factors to have been more important. However, some answers were able to discuss the failures of the Conservatives but were less able to examine the revival of Labour and the importance of Wilson. These answers usually achieved one of the middle mark Bands.

## Units 2585-2586: Period Studies – European & World History

### General Comments

Examiners were very pleased to see some excellent writing in both papers. Such responses were typified by:

- *a close focus on the issue raised in the question;*
- *a clear and consistent line of argument, with analysis and evaluation demonstrating sound historical knowledge and understanding with effective reasoning supported by apposite examples;*
- *clear understanding and effective use of both general and topic-specific historical concepts and terminology.*

Answers at this level were:

- well organised;
- effectively paragraphed;
- competent in formal written English.

In general, and as one might expect from a cohort including a significant number of Y12 students taking the examination after just one term of teaching, the overall standard of work for both papers was a little below that of the summer cohorts. There were a large number of modest responses, if relatively few very weak ones. These more modest responses suffered from one or more of the following weaknesses:

- a tendency to write generally about the topic in the question, without focusing on the key issue in the question;
- a lack of accurate knowledge and understanding of the topic and its context;
- a poor grasp of basic chronology;
- a descriptive answer which failed to analyse and/or explain;
- a tendency to assert personal opinion with little attempt at reasoned argument;
- a tendency to write on only part of the question;
- a tendency to answer to question fairly similar to the one on the question paper, but not the one actually on the question paper;
- a narrow answer which, for example, only considered one factor or aspect of the question;
- a wholly one-sided or very unbalanced argument;
- a tendency to write superficially plausible argument supported by vague generalisation or poorly understood examples;

and/or

- poor basic written English ranging from incomplete sentences and a tendency to write colloquially to an inadequate grasp of fundamental grammar, punctuation and spelling.

In Unit 2585, the most popular topic was Ferdinand and Isabella, but the Crusades, Renaissance, and Charles I/V also attracted significant numbers. On Unit 2586, a very large number of candidates answered on Weimar/Nazi Germany, but there were good numbers of candidates for Napoleon, Italy 1830-1870, the American Civil War, Russia 1894-1917, the Causes and Course of WW1, International Relations 1919-41 and the Cold War in Asia & the Americas.

There were very few rubric infringements, but a very small number of candidates did answer more than one question.

## SUCCESSFUL PREPARATION OF CANDIDATES

Candidates can only score well if

- they answer the question set;
- they understand the structure of the questions and can effectively interpret the command words.
- they explain their arguments clearly.

Questions contain three elements:

- an indication of the content area (e.g. 'the Weimar Republic' or 'the Counter Reformation');
- the specific focus to be discussed in relation to the content area (e.g. the collapse of the Weimar Republic or reasons for the success of the First Crusade);
- a command or instruction on how to discuss the focus (Assess the reasons why ... or To what extent ... ? ).

Centres can improve the quality of their students' exam performance if they work on the following areas that pull the quality of answers down:

### NOT UNDERSTANDING HOW TO CONSTRUCT AN ANSWER

Guidance on these commands and what is being looked for is given regularly at INSET meetings and in *Reports* (e.g. the Summer 2004 *Report* pp.52-53), **yet many candidates under-perform because they clearly have not been shown how to answer an AS essay.**

For example, the instruction 'Assess' as in 'Assess the reasons why ...' is an instruction requiring the candidate to do more than simply describe or explain a number of individual aspects of the content focus. **Assess means to judge and weigh up relative worth.** In relation to the instruction 'Assess the reasons why ...', the examiner is not simply looking for the identification and explanation of a number of reasons, **but also some analysis of how the reasons link together and their relative worth or significance.** That is why it is important, for example, for candidates to understand and be able to discuss causes effectively using analytical concepts such as long term or short term, direct and indirect, contributory or necessary, economic or political and so on. Candidates who also use simple devices to assist their argument – such as 'necessary but not sufficient' or structures like 'Yes ...but...so' – are often successful in using their historical understanding and knowledge effectively to answer the question set.

### FAILURE TO OFFER REASONED & SUPPORTED EXPLANATIONS

This is a strong tendency by students to assert their own opinion, using phrases such as 'in my opinion' and 'I think that'. That is fine, but the problem is that, all too often, such assertions stand alone. They are not backed up by reasoned and supported explanations and arguments. On their own, such phrases add nothing to the effectiveness of any argument or explanation.

### INABILITY TO COMMUNICATE IN REASONABLE ENGLISH

Examiners commented on the poor quality of English language in a large number of essays. Some write using colloquial English and naïve clichés which seldom convey effective meaning or understanding. Basic rules of grammar and punctuation seemed to have passed by a significant number of candidates. The failure to use capital letters at the start of sentences and for names of people, places, events was common, as was the creeping tendency to use abbreviation and text message shorthand.

**Centres should work hard on ensuring their candidates have the basic language skills that can ensure effective communication in writing.**



Whilst History has relatively few technical terms, it is very important that the English used is precise and accurate enough to make points effectively and demonstrate proper understanding. The misspelling of key historical figures, events and treaties does not diminish (such as, 'Bismark' for 'Bismarck' and 'Versaille' for 'Versailles', all number of spellings of '*Santa Hermandad*'). **Candidates should know the correct spelling of historical names and terminology in the topics they have studied.** Lack of competence seriously inhibits the chances of success of some candidates.

#### **NOT INDICATING THE QUESTION BEING ANSWERED**

This may be thought to be irrelevant, but in many weaker responses it is often very hard to tell which of the two questions on a Study Topic the candidate has actually attempted. If the examiner cannot tell, he/she cannot judge how effectively the question is being answered. **Candidates must be told that, in their own interest, they must indicate the specific question answered both in the margin and on the front page of the examination script.**

#### **Comments on Individual Questions**

##### **Unit 2585: Period Studies - European History 1046-1718**

270 centres entered 1087 candidates, 69% of whom were retaking from June 2004. There were no complaints about any of the questions.

- 1       (a)     Too few responses to comment.  
         (b)     Too few responses to comment.
  
- 2       (a)     A small number of candidates who generally handled the question well, writing clear responses evaluating a range of factors.  
         (b)     Responses here tended to fall into one of two kinds: successful responses which examined a range of relevant perspectives as well as resources; less successful were responses which tended to produce a descriptive narrative of Philip Augustus' struggle with the Angevin Empire with only passing attempts to address a range of reasons for success.
  
- 3       (a)     More popular than (b), but relatively few good answers which effectively dealt with the issue of strong leadership and balanced this against other factors. Many tended to interpret 'strong leadership' in purely military terms. More modest answers failed to mention any leaders, had a poor grasp of events and some seemed confused between the first and third crusade.  
         (b)     Too few responses to be able to comment.
  
- 4       Too few responses to be able to comment.
  
- 5       Quite a popular study topic, with (a) attracting more candidates than (b)  
         (a)     The aim of this question was to elicit responses which came to a reasoned judgement about the influence of classical examples on Renaissance artists. This could be done, for example, by assessing the importance of such examples against other factors, such as religion and religious patronage, which shaped artists' work. Whilst there were some good answers which did make effective assessments, there were many which fell into one of two categories: either, generalised answers which lacked specific evidential support or explanation; or, detailed descriptive accounts of the work of some artists.  
         (b)     There were not many of these and they tended to describe the work of humanist writers rather than relate their work to Renaissance ideas.

6 The most popular question area on the paper, with most candidates preferring (b) to (a).

(a) The candidates who took this option often produced well argued responses which clearly identified a series of problems from the early years and analysed effectiveness by a range of criteria – problem solved, situation improved, reasonably effective given context etc. Less successful answers were more descriptive, producing basic narrative accounts of the early years or failed to focus on the early decades and wrote about the whole period generally.

(b) There were many high quality answers to this question. Successful responses kept the focus of their answer on the degree of unity achieved by 1516 and considered a range of relevant areas before reaching a balanced conclusion. Less successful answers either described and asserted unity/disunity, or answered a different but related question (presumably a learned response pre-prepared or practiced recently in class), or worked on the assumption that Ferdinand and Isabella had unity as a prime aim from the start – an assumption which gave such responses a rather skewed perspective.

7 Too few responses to be able to comment.

8 There were some responses on this, generally on (a). Successful answers compared different reasons in relation to Spain and Portugal and maintained a balanced approach. Less successful answers were either seriously unbalanced in their treatment of the two countries or simply described what they did with some implicit or general references to reasons.

9 A small number of responses, mainly to (b). Responses to (a), with one or two exceptions, were not of high quality, with some candidates writing generally about the Holy Roman Empire without recognising the terms of the question. Answers to (b) were better and tended to relate the impact of war to the problems Charles V faced in the Empire – from the power of the princes and the problem of Lutheranism to the defence of Hungary – seeing the Habsburg-Valois struggle as a preoccupation which meant lack of attention to problems and subsequent difficulties.

10 (a) A small number of answers. Responses were of variable quality with some weaker answers failing to recognise the stipulation of ‘early years’.

(b) A range of responses here, too. Some weaker answers were characterised by a lack of evaluative skill and some failure to distinguish effectively between ‘economy’ and royal finance or to effectively explain the links between them. However, those that did differentiate and explain were able to give excellent assessments of a wide range of aspects of the economy.

11 (a) Answers here showed an impressive range of knowledge and some ability to deploy it effectively in answer to the question set. However, sometimes extensive knowledge of Bude and Seyssel and of historical interpretations such as those of Russell-Major and Knecht whilst included was not effectively used. Some weaker candidates struggled with the concept of absolutism.

(b) This was less well done. Specific weaknesses included failure to stick to financial policy and problems or to deal only with Francis I with little or nothing on Henry II. Whilst a 50:50 split was not expected, there needed to be some mention of the latter monarch to score well.

12 A few takers and generally questions answered well, but there was a tendency in some candidates to include diagrams which were not effectively integrated into the essay and did not help evaluation. Weaker answers tended to have much description, for example, of defensive fortifications in (a).

13 This was quite a popular option but some weaker answers suffered from a lack of sharp focus on the question set – examiners commented that such answers could have been answers to either (a) or (b).

(a) Whilst there were some effective evaluations of success, too many answers simply described what the Catholic Church did and often then the focus was narrow, limited to the Council of Trent and the Jesuits. Such answers may have been improved if candidates had explained the impact of such measures/groups.

(b) Some weaker responses to this question similarly suffered from a certain narrowness of treatment, or listed the work of popes, or generally described other factors. There needed to be some focus on the papacy itself as well as a balanced assessment of other factors.

14 A small number here, but not generally of high quality. In (a) and (b) a lack of knowledge of the topic focus was evident, with some candidates using the question as a vehicle simply for writing all they knew about Henry IV.

15 A small number here, also. In (a) whilst there were some effective responses which balanced Philip's responsibility against other factors, others tended to describe events and some weaker ones failed to recognise the scope of the question was limited to the 1560s. There were too few answers on (b) to be able to make any general comments.

16 (a) There were some good answers on this which provided a balanced assessment of Charles' legacy. More modest answers tended to be somewhat one-sided and saw the legacy as wholly bad. Weaker responses failed to focus on the issue of 'legacy' and strayed too far into Philip's reign.

(b) A number of answers here. There were some effective responses which focused on the issue of success and provided a balanced assessment. Some assessed policy by policy and then came to a conclusion about overall success. Again, some more modest answers saw Philip wholly as a failure and saw no redeeming features.

17 (a) attracted some candidates and the best assessed Richelieu's policies in relation to the power of the monarchy as the question required. Less effective answers wrote about Richelieu's policies generally.

18-20 Too few answers to be able to comment.

21 (a) attracted some candidates and again the discriminating factor tended to be the ability of the candidate to focus on the question set, rather than simply writing generally about Sweden's decline. Examiners noted some recourse to unproductive counter-factual argument along the lines of 'If Charles had not done x then y would not have happened.'

(b) Too few answers to be able to comment.

22 (a) Here there was a range of responses but there was some tendency to drift away from the idea of 'balance of power' amongst more modest responses. Weaker answers showed little understanding of the concept or revealed only very sketchy knowledge.

(b) This attracted a number of able candidates who were able to produce some excellent overviews of Louis' foreign policy in relation to the Treaty of Utrecht.

23 (a) Too few answers to be able to comment.

(b) There were a small number here – many of these were good assessments of 'How far ...?'

24 Too few answers to be able to comment.

**Unit 2586: Period Studies – European & World History 1789-1989**

845 centres entered 4062 candidates, 63% of whom were retaking from June 2004. There were no complaints about any of the questions.

1 (a) This question attracted a number of weaker candidates who wrote generally about the causes of revolution in 1789 or seemed confused or lacking in knowledge about the events of 1789.

(b) More takers and a range in quality here from some impressive overviews of the role of the Jacobins across the period with assessments setting their discussion in the context of other relevant factors. Less successful answers tended to be more or less descriptive accounts of the 1792-4 period and the weakest revealed confusion about the events and developments to which responses referred.

2 Quite a large number of takers, with (b) proving more popular than (a)

(a) produced a range of responses. The best were successfully able to balance benefits (order, stability etc.) against disadvantages such as loss of freedom and to focus on the period of the Consulate. Such answers tended to show good knowledge and understanding not just of individual reforms but also of the general nature of Napoleon's government of France. Weaker responses either focused on the general topic of reform and described the changes made, or ranged outside the period and into foreign affairs.

(b) this also produced a range of responses, with the very best able to give effective assessments of the impact of the Continental System and how it contributed to undermining Napoleon's rule. Such answers made good linkages with other developments/factors and so produced compelling answers based on sound knowledge and understanding. Some competent but more modest answers tended to link the Continental System very quickly to the Peninsular War and the Russian Campaign and focused on these and other factors. Weaker responses tended to write generally about events that marked Napoleon's downfall.

3 (a) attracted a small number of candidates. In the main the responses seen were competent and dealt with reasons for opposition, although examiners commented on the lack of accurate knowledge of the chronology of the 1820s and the events of 1829-30 and a tendency amongst more modest candidates to regard all French people at this time as anti-clerical liberals.

(b) this tended to attract a very few, very weak candidates.

4 Too few responses to be able to comment.

5 This topic attracted a good number of candidates (most popular 19<sup>th</sup> century topic – perhaps because of linked source paper?) and question (b) proved more popular than (a).

(a) There were some effective answers which focused on Mazzini and his contribution to the Risorgimento and whilst these analysed his contribution the general conclusion was that his importance was limited overall. At all levels 'Risorgimento' was rarely directly explained and answers discussed Mazzini either in the context of Italian nationalism or more specifically in the context of unification. Many answers addressed 'How important?' by comparing Mazzini's contribution to that of Cavour and Garibaldi – a legitimate approach and often reasonably successful. However a number of weaker candidates knew very little about Mazzini and wrote generally about Italian unification, Cavour and Garibaldi.

(b) Better answers here, and there were a good number, discussed the contrast between the apparent political unity of the Italian state by 1870 and the underlying divisions and tensions arising from Piedmontisation, economic division, the attitude of the pope, linguistic fragmentation, limited electorate and so on. Better answers were also typified by an accurate grasp of relevant events (such as how Venice and Rome were

incorporated and the Brigands' War) and details. However, there were many weaker answers which demonstrated a lack of accurate knowledge beyond generalisations about developments and showed confusion in description of events.

6 Some takers with (a) more popular than (b)

(a) There were many good answers to this question which successfully analysed the given factor ('coal and iron') and balanced its importance against, for example, military and diplomatic factors as well as establishing the links between them. It was refreshing that such answers could discuss more than the impact of the 'Zollverein'. Weaker answers tended to struggle on 'Coal and Iron', tending to make exaggerated claims about the Zollverein and then describing German unification in general terms, some with little grasp of the sequence of events or developments.

(b) A few responses and generally of lower quality than (a). The best placed Bismarck's policies towards 'opposition' in the context of his aims and ranged more widely than Catholics and socialists. The latter, understandably perhaps, were the focus of most answers and whilst there was some knowledge of policies, more modest answers failed to address the issue of success/failure.

7 Too few candidates to be able to comment.

8 There were not many takers and candidates tended to discuss one or other of the Tsars rather than deal with both as the questions required.

9 Quite a popular option with takers for both (a) and (b) and a full range of quality was seen.

(a) The best answers, and there were some, focused on the issue of change and were able to discuss both North and South. There was some sound grasp of both grand strategy and battle tactics supported by pertinent references and examples. However, there were more modest answers which tended to describe some campaigns and battles, and whilst some awareness of issues of strategy and tactics was often shown the issue of change was not clearly addressed and factual knowledge was often shaky in terms of chronology and geography. Candidates at this level did not differentiate between strategy and tactics.

(b) Fewer candidates attempted this. The best were able to discuss different impacts, displayed relevant knowledge and discussed the question in relation to both North and South, generally arguing that the overall impact on the South was greater than the North. However, many answers were of lower quality, typified by unsupported generalisations, patchy knowledge and confusion.

10–12 Too few answers to be able to comment.

13 This was quite popular. There were more takers for (b) than (a).

(a) The best answers were able to identify the nature of opposition/different opposition groups, relate this/these to the actions and policies of Nicholas II and deal with the whole period. Weaker answers either focused almost exclusively on 1905, or described government policies without any effective assessment of success. Some seemed to want to explain reasons for opposition rather than address the question set.

(b) The better answers here were able to discuss the military, social and economic pressures stemming from WW1 and the political consequences for, and the personal responsibility of, Nicholas II. Effective linkages were made between post 1914 and pre-1914 longer term stresses related to poor working conditions, low wages, land and so on. Weaker answers were often associated with unsupported generalisations about the effects of the war and/or longer-term factors, or were characterised by lengthy descriptions. Relatively few answers directly dealt with the February Revolution itself and its spontaneous/unplanned nature.

14 (a) This question produced a range of responses. The best were truly analytical and evaluative, balancing claims about Germany's longer and shorter term culpability against a range of other factors. A number of good candidates were able to discuss the Fischer thesis effectively. Weaker answers provided lengthy descriptions of how war came about in 1914 or provided somewhat patchy responses which dealt with Germany alone without addressing 'To what extent...?'

(b) Fewer answered this than (a). Many weaker responses were typified by a concentration on the position of women to the exclusion of other consequences and also vague generalisation. Better answers dealt with a range of consequences.

15 (a) More for this than (b). There were some good answers able to discuss the actions/inaction and attitudes of the political elite and balance these against other factors in Mussolini's consolidation of power. More modest answers were typified by descriptive accounts of relevant events, or focus on other factors to the exclusion of the factor raised in the quotation. Weaker answers often confused consolidation with rise to power despite the dates given in the question.

(b) Not many answers, but there were a few able responses. These were successful because they focused on the nature of the 'changing relations'.

16 The most popular questions on the paper, with (a) perhaps generally better answered than (b), although the latter was much more popular.

(a) Whilst there were weaker answers typified by vague generalisation and lack of knowledge of developments in the 1920s, there were many more successful answers with impressive knowledge which was effectively bent to the question set. Factors discussed included: the newness of the party, its initial regional base, the impact of economic and political developments in the later 1920s despite party reorganisation.

(b) The best answers focused on the reasons for the collapse of the Weimar Republic and dealt with both longer and shorter term factors across the period 1919-33. In these, the issue of popular support was dealt with effectively, with good supporting evidence and explanation. The inherent weaknesses of Weimar were effectively set in the context of the Depression, collapse of the Grand Coalition, changing public attitudes, 'backstairs intrigue' and Nazi rise. There was some able and sophisticated argument. However, far too many candidates reinterpreted the question, turning it into one about the weaknesses of the Weimar Republic in the period 1919-20 or 1919-23. Many seemed not to know that the Republic continued after the Wall Street Crash. Quite a few discussed the significance of the Depression in shaping popular disenchantment. Amongst many weaker candidates, too, a grasp of basic chronology was poor while understanding of the political terminology of 'Right' and 'Left' was badly confused.

17 (a) The best answers focused on the issue of fairness and discussed this in relation to the parties to the treaty as well as from a broader perspective. There were some more modest and dogmatic responses which damned or defended Germany. There were weaker responses too which described, often poorly, the terms of the treaty and argued by assertion.

(b) Too few answers to be able to comment.

18 (a) Responses tended to fall into three broad categories: genuine relative assessments of factors explaining Stalin's rise and which explained links and interconnections between different reasons; answers in which a list of factors were described/explained with little attempt at relative assessment; and narratives of varying quality which told the story. At the very bottom end, examiners saw answers that only offered accounts of the 1930s.

(b) Too few answers to be able to comment.

*Report on the Units taken in January 2005*

- 19 (a) and (b) Too few answers to be able to comment.
- 20 (a) and (b) Too few answers to be able to comment.

## Units 2587-2589: Historical Investigations 768-1955

### General Comments

Since Curriculum 2000 was introduced, six examination sessions have been provided preceding the January 2005 session. The hope would be that candidates had begun to have a better understanding of the necessary techniques to do well in this unit. Sadly the general experience of Examiners in this session showed that this is not the case. In (i) candidates referred to the provenance of the Passages at some length or included extensive extraneous material. Others evaluated the views in the light of their own knowledge by assessing how valid they were. The question requires a comparison of the views in the Passages, preferably in a point by point way. Candidates are still outlining the content of each Passage sequentially and then making the comparison in a final paragraph of two or three sentences. Some candidates might benefit from making a very brief plan to focus on the main points of difference and similarity in the views.

In (ii) there were still candidates who provided a brief paraphrase of each Passage in turn, followed or preceded by a mini-essay on the key issue in the question without making any link between the two. This was apparent in the Bismarck question where candidates analysed the Passages and went on to explain the general debate. There seemed to be more who were reluctant to engage with the Passages at all and wrote an essay on the topic in the question. Candidates do need to be careful to balance the requirement to use all the Passages with the need for some supporting material.

#### **“Balance” – Passages and own knowledge in (ii)**

Answers need to provide a substantial evaluation of what is in the Passages, backed up by reasonable use of own knowledge. The markscheme talks of balance between these, but “balance” is not some kind of arithmetic demand for an answer constructed of two equal parts. An effective answer to sub-question (ii) will be “balanced” if it is about 70:30 Passages and own knowledge.

Some Examiners reported a decline in formulaic answers assigning the Passages to particular schools of historical thought and evaluating them entirely on this basis, but some saw more of this type of answer, notably on Peter the Great. Some need to read more carefully as key words or phrases are not missed. This happens especially when a Passage has two different views explained in it, or outlines one interpretation and then proceeds to demolish it.

In the essays, techniques were usually better, although several Examiners commented on the lack of detailed support in essays. Much less description or narrative is being seen in answers, but it does still occur. The amount of analysis of historical debate produced is very variable.

Examiners deplore the lack of upper case usage, the proliferation of informal language, employment of abbreviations beyond those normally accepted and the introduction of numbered points when continuous prose was required. Most despaired at the misuse of the apostrophe.

However, all Examiners were pleased to report that they had seen some excellent work, written cogently and coherently which had impressed the greatly as showing what can be achieved by candidates of 17-18 after a relatively short time of study.



### What do we mean by debate?

The role of the historian is to ask questions about the past, to identify and interpret the relevant historical sources, and to reach conclusions and make judgments on the basis of the evidence deduced from those sources. In that process, different conclusions can be reached from the same body of material and those differences, those alternative perspectives, generate historical debate between historians.

History as debate is rooted in Key Stage 3 and Sixth Form History has long been taught with that in mind. Units 2587-2589 maintain the focus on A Level students developing an awareness of this essential feature of historical study. Sometimes historians disagree violently about the conclusions that can be drawn; other disagreements are more subtle. Whether debate is explicitly entered into, or is simply implicit in the existence of alternative interpretations, it remains integral to the study of History and our understanding of the past.

For Units 2587-2589 (and indeed for Units 2592-2593), teachers and students need to ask how the historian has interpreted his/her sources in response to the question(s) that he/she has asked. This will lead to an understanding of how differences in interpretation have been generated and will enable a reasoned evaluation to be made about how convincing an interpretation is. By these means, a student will be able to make reasoned judgments on the relative effectiveness of differing views – on how the evidence (factual material) is best understood and used. That is engaging with historical study and, the focus of Units 2587-2589, that is what OCR means by historical debate.

[NB Descriptions of alternative schools of historical thought do not help a student to evaluate a debate or to answer any OCR question so should be avoided.]

For detailed guidance on answering the types of questions set on these papers, see the Summer 2002 Report pp.32-41.

INSET 2005-2006:

**Units 2587-2589 will be one focus of the INSET meetings held around the country during November-December 2005. Details of OCR's History INSET programme for 2005-2006 will be circulated to centres in June 2005 and placed simultaneously on OCR's website [[www.ocr.org.uk](http://www.ocr.org.uk)].**

#### Comments on Individual Questions

##### Unit 2587

25 centres entered 58 candidates, 10% of whom were retaking from June 2004. There were no complaints about any of the questions. 23 candidates answered on Charlemagne and 35 on King John.

##### Charlemagne

1(i) Not all the answers concentrated on the reasons why the empire ceased to expand but instead wrote about the defeats and successes of the last years of Charlemagne, often evaluating 'decomposition' theories. Some used the steers to the Passages as almost their

sole comparative examples. Examiners expect more than this. But most answers saw the substance of the comparison clearly.

(ii) Candidates did not always focus on the key issue in the question and neglected the range and number of Charlemagne's enemies, preferring to explain other problems which Charlemagne encountered. Passage B tended to be least well used despite the clear reference to the Saxons. There was plenty of further knowledge available and few candidates failed to reach the higher Bands.

2 Most answers merited the upper range of mark Bands and showed a sound knowledge of the main motives and some ability to differentiate between reasons. Few relied on descriptions of what was achieved in culture and learning in the period, instead keeping firmly to the question.

3 This essay was less well tackled as Charlemagne's relations with the Papacy tended to be described and not analysed in the terms given in the question. Generally the Popes attracted unfavourable comment and Charlemagne was seen as dominant through the discussion of a number of key events.

### **King John**

4(i) Candidates found it difficult to get much out of Passage C and missed some of the implications they could draw from it. Most offered sequential descriptions but some managed to identify similarities and differences successfully.

(ii) This question caused problems for some. Most could pick up the implications in Passages A and B but struggled with the other factors in C and D. An explanation of the situation in 1215, with little use and consequently even less evaluation of the Passages, was common.

5 John's marital entanglements had a particular fascination and they were covered in considerable detail as a reason for his quarrel with Philip Augustus. Most of the answers had a strong narrative thrust, some giving an account of the events of the war. Far too few discussed the central issue of 'blame'

6 This question was not well answered. The debate about the outcome of John's surrender to the Papacy did not seem to be known in any detail and candidates fell back on an account of the relationship between the two protagonists from the disputed election onwards. Some of these ran out of time before they reached 1213. Some did refer to the use of the Pope to undermine Magna Carta, but a sustained analytical approach was rarely seen.

### **Unit 2588**

171 centres entered 763 candidates, 6% of whom were retaking from June 2004. 1 centre complained about Questions 2 and 3. About one third answered on Philip II and another third on Elizabeth I. Peter the Great was answered by just over 20% and Cromwell by 11%.

### **Philip II**

1(i) Generally this question was well answered. The main weakness lay in a tendency to paraphrase the Passages and then to compare briefly. The emphasis on the role of religion was sometimes forgotten and lost in a more general comparison of the Passages. Most candidates could find a basic contrast. The significance of Calvinists subverting the

established order was often missed and the shared responsibility of Catholics and Calvinists was not often seen.

(ii) Paraphrase was often the most popular technique to 'prove' that Philip was to blame and parts of the Passages which did not fit in with this interpretation were ignored. Such answers often began 'to answer this question I must first look at'. Some answers were padded out with detail about the provenance of the extract and speculation about bias from the date of publication. Some candidates made little use of the Passages and responded using their own knowledge or generalised the views in the Passages via brief references. Other Examiners saw some excellent responses which relished the challenge of the question.

2 Some candidates seemed to miss the reference to the provinces and wrote too generally about Philip's methods of government. Some thought that mainland Spain included the Netherlands. On the other hand, some marvellous, well analysed, well-balanced assessments that handled interpretations and evidence impressively were seen.

3 Some candidates wrote strongly evaluative answers which compared Portugal with other triumphs such as Lepanto in order to establish which was the 'greatest' triumph. Some linked Portugal well with the promotion of Spanish prestige and had a clear idea as to why it could be judged a triumph. They could see how, in conjunction with the Truce with Turkey, Philip was enabled to move away from his preoccupation with the Mediterranean. Some candidates, however, were not always certain how to approach this question. Some failed to consider the aims of foreign policy as a tool to assess triumph. Some trawled through the whole of Philip's foreign policy, or as far as they could get in the time, and evaluated all aspects of it in degrees of triumph. Some of these did not focus on Portugal in any considered way at all – a key failure since Portugal was specifically mentioned in the question. A few continue to believe that the Netherlands is relevant to foreign policy while a few candidates discussed the manner of the annexation, rather than the outcome.

### **Elizabeth I**

4(i) Candidates had little difficulty in identifying the main points of difference between the two Passages, but the detail of the comparison sometimes eluded them. A common error was to assume that Presbyterians were the same as Separatists. But many could pick out the contrasting ways in which the Puritans put forward their reforms and the actual changes they hoped to implement. The weakest candidates did little more than repeat the steers to the Passages.

(ii) More seemed to be able to evaluate these Passages than in some topics and most could reach a relevant judgement. Despite the content of Passage C there was a tendency to believe that all Puritans wanted to set up a Presbyterian system. Passage D caused some bewilderment and Hooker, who is specifically mentioned in the specification, was not well known. Evaluation of Passage A was frequently hampered by problems in relating this Passage to what was known about Marian exiles, ignoring the fact that Sandys had become a bishop.

5 This was not popular. Definitions of faction were often poor and the term did not seem to be universally familiar. One or two candidates focused on the 'Puritan Choir'. Successful answers were seen, but they were few. Even Essex was elusive.

6 This question was popular and very effectively answered by those who could really analyse the Catholic threat in these terms and use historical debate as an integral part of their answers. They could also differentiate between parts of the reign when the threat was

greater or of less portent. Others made less reference to debate, making only some reference to Neale at the start and the effect of the missionary priests at the end of the answer. For some, the debate was 'bolted-on'. Some stated that Catholics were a threat perhaps by reference to the 1570 Papal Bull, but did not explain why. Some focused on Mary, Queen of Scots and lost interest with all Catholics after her execution. One entire group of candidates asserted that the seminary priests came from 'Dubai'.

### **Oliver Cromwell**

7(i) Candidates found it difficult to identify just what was Hutton's view in Passage C and their comparisons often became a list of quotes. Some focused on the extent to which Cromwell acted on God's will, rather than on the manipulation which was the key issue. A few managed to achieve a reasonable contrast.

(ii) Many capable candidates found the argument in Passage D convincing and produced well organised answers along these lines. The less able found it difficult to produce much extra information. Some did not know what sincerity meant, but most deduced it from the Passages.

8 Candidates often preferred to answer their own question about how consistent Cromwell was in general without reference to the English constitution. Hence their answers included social and religious policies in addition to the political aspects. Others did not confine themselves to the dates in the question. As this topic covers a short time span the questions do not overlap. There were several extremely sound responses with good, clear examples of consistencies.

9 Candidates found this question challenging and there was a wide variation in the marks given as less able candidates struggled to interpret the subtler points. Some recognised that this was a question about the balance between civilian and army influence in government. Most saw the Major-Generals simply as killjoys and found it hard to compare the period with other times in the Protectorate and so strayed on to irrelevant territory. There were some good answers which managed the comparative element successfully.

INSET: Following up the success of our collaborative teacher study day meetings with the Victoria & Albert Museum in 2004-2005, a teacher study day will be held in 2005-2006 on the English Civil War and Oliver Cromwell at Peterborough Cathedral. The day will also look at the cathedral to explore how a building can be used for a coursework Investigation and how local studies can make an enjoyable and effective coursework Investigation.

### **Peter the Great**

10(i) Most could identify the main contrast of tolerance against intolerance, but did not always see that Passage A was about non-Orthodox Christians, while Passage D concerned the Orthodox Church. This was described by one Examiner as a quintessentially Russian question as it mystified so many candidates. Weaker answers wanted to criticise the view in Passage A from their own knowledge.

(ii) To answer this question successfully candidates needed to have solid knowledge of the situation Peter inherited and then to use this to structure a comparative argument. Some could do this effectively but the less able were very dependent on the Passage content so tended to be imbalanced. There was also a group of candidates who focused on the reasons for Peter's religious policies, rather than the extent to which they broke with the past. Some of these used assertions, thinking this was a way to prove their points.

11 There seemed to be little knowledge of Peter's Persian policy and some answers discussed the successes and failures of his policy in very general terms. Others assessed in the light of battles lost or won, where there was no debate, and went on to focus on how winning or losing a battle might be interpreted by different historians. This had its problems as so little evidence was involved. Better answers considered how far he achieved his aims or learned from his mistakes. They were sometimes better at analysing his weaknesses than his limitations.

12 This question revealed some lack of knowledge about the economy or administration and problems in assessing transformation. The weaker candidates argued at length about how what they did know might be interpreted by various schools of historians. Better candidates could integrate debate about the extent of change and its impact in different periods of the reign.

### **Unit 2589**

347 centres entered 2061 candidates, 4.5% of whom were retaking from June 2004. 1 centre complained about questions 5 and 6 while 1 centre complained about question 16(ii).

### **Napoleon I**

1(i) The comparison was seen as straightforward and most candidates handled it well. Some believed that A was about the battle of Ulm and B about Austerlitz.

(ii) Some candidates were intent on the blunders in Passage C and missed the opening phrase, which was more complimentary.

2 There were some who wished to answer another question, such as how far Napoleon was the heir to the Revolution or in pursuit of personal power. At least one candidate analysed the elements separately, debating men (Napoleon was sexist) then wealth and then property. Others did not know who the men of wealth and property might be. Some wrote only descriptively, ignoring debate completely.

3 This was less popular but generally handled well.

### **Gladstone and Disraeli 1846-80**

4(i) The contrasts between the views were identified by most candidates.

(ii) This was often answered very well as there was plenty of accessible material in the Passages. Some candidates barely mentioned party organisation and could not evaluate its role.

5 A good number were well informed and some had much to say about the different attitudes to Italian unification and other issues. Surprisingly, the 1852 budget aspect was rarely developed as an example. Some strayed outside the dates in the question.

6 The chief defect of answers to this question was a failure to identify what Gladstone's criticisms were before embarking on the analysis. The Eastern question was generally tackled effectively, but the Suez Canal shares appeared less often. On Imperial issues, some neglected defences that can be put up for Disraeli. There was a good deal of material from which candidates could draw examples and some candidates were very well informed about the debate.

### **Bismarck and the Unification of Germany 1858-71**

7(i) The clear contrast in the Passages was brought out well by most candidates. The references to divisions between Prussia and Austria in both Passages were sometimes missed.

(ii) This question was also generally answered successfully with most candidates fully aware of the 'coal and iron' or 'blood and iron' debate. Some had very little supporting knowledge.

8 Fewer candidates chose this essay, but those who did were mostly informed about the debate on Bismarck's aims and able to evaluate it impressively by considering whether Bismarck meant to move beyond his goal of eliminating Austrian power in Germany. Some answers went well beyond 1867.

9 This was a popular choice but not all candidates had enough knowledge of 'liberal values'. They were more fluent about the impact of Prussian power on the German State. Some wanted to discuss the process of creating the Empire, despite the clear mention of 1871 in the question. There were some outstanding answers with an excellent ability to evaluate views clearly.

### **Roosevelt's America 1920-41**

10(i) The vast majority of the candidates were able to identify the main areas of comparison and some answers were described as 'superb'.

(ii) This question was well tackled and some sound contextual knowledge was provided, producing a good balance. The Passages were used to open up the debate successfully, although some could interpret them but not always evaluate them as usefully.

11 This was a popular question and generally answered well. Some provided reasons why the Depression began, but did not focus in any detail on overproduction or the linked issue of unequal distribution of wealth. There was a tendency among a few to list reasons for the market collapse, which was only part of the answer. Some failed to have much sense of debate in their responses.

12 This question elicited some long descriptions of the measure of the New Deal and these found it hard to analyse the wealth of information at their disposal. One or two were not wholly secure about which measures belonged to which New Deal. Others were fully conversant with the debate, but lacked sufficient factual detail to support their points. The longer-term effect of the second New Deal was often not explained.

### **Lenin and the Establishment of Bolshevik Power 1903-24**

13(i) Most candidates coped soundly with the comparison, but some clearly found it difficult to interpret Lenin's prose.

(ii) The very able candidates answered this question well but weaker ones tended to go for a narrative approach and miss the focus on 1905.

14 Some adopted the narrative method giving a general account of the events of 1917. Much depended on whether candidates knew much about the soviets and, if they did, they were usually successful. The debate about the significance of different factors and people was too complex for some to handle. There were some splendid, exceptional candidates who wrote superbly on the topic.

15 The structuring of a response to this question was more straightforward, but some still became confused between War Communism and the NEP. Candidates did need to have a clear idea as to how effectiveness could be assessed. The debate on the topic was well known and explained in an integral way. There were, however, those who described what War Communism was with little evaluation.

### **Chamberlain and Anglo-German Relations 1918-39**

16(i) Some of the detail in the Passages was missed by a number of candidates, such as the Labour divisions and the role of trade unionists. Some struggled to do much more than paraphrase the content of the Passages or compared the steers. Some were confused about what pacifists meant.

(ii) Candidates wanted this to be about realistic alternatives to appeasement and so often missed the focus of the question on the factors preventing alternatives to appeasement from being realistic. The contextual knowledge used tended to be quite unrelated to the Passages and so less useful for evaluation. On the other hand, the omission of Churchill from answers was surprising. Some also exaggerated the importance of Labour then; some believed it was in government.

17 The 'narrate and comment' approach was a common one with confused explanations about the harshnesses of Versailles and Locarno mentioned but not linked. Some candidates preferred to discuss the 1930s. There was not much clarity about what the changes in policy were. Many did not identify any other factors or only did so at a modest level. There was little reference to debate of any kind, such as in the relative contribution of the different factors.

18 Again some candidates focused on description and wrote a general account of why WWII began in 1939 and not 1938 or of the development of appeasement. There was confusion between the events of 1938 and 1939. Some candidates do not appear to have much information about anything which happened after Munich. But there were candidates who wrote very well with a total focus on the key issue and full discussion of the evidence for each of the alternative dates, together with integrated assessment of the debate. These were very cheering.

### **Stalin and the Development of the Cold War in Europe 1941-55**

19(i) Careful reading is always essential. Some candidates believed that Dulles was all for dropping bombs to make a contrast with brinkmanship and missed the reference to 'roll back'. Candidates are still trying to allocate the Passages to 'revisionist' or 'orthodox' interpretations which all too often does not often help in any comparison.

(ii) The evaluation, or even the use, of Picture A was rarely well done, although the inclusion of pictorial material is far from being a new approach. Again some candidates were deterred from making accurate assessments by their need to fit all the Passages into their prepared categories. The period covered by the question meant some candidates had little contextual knowledge. Some candidates wrote an answer to their hoped-for question on who was to blame for the Cold War starting.

20 Some missed the focus and repeated the general outline of why the Cold War began. Others lacked detail on the Truman Doctrine and the Marshall Plan so padded out their answers with extraneous material. Some answers gave too much emphasis on interpretations and not enough evidence.

21 Most produced a list of factors and include some interpretations about them. The best wrote good evaluation and came to a supported judgement.

## Themes in History: Units 2590-2591

### General Comments

Nearly 10% of the A2 History candidature took paper 2590 and 2591. Each paper produced a wide range of responses with a small number of candidates scoring more than 95% and a far larger number gaining marks in Bands VI and VII. The overall standard however was modest. In many cases, candidates appear to have been seriously under-prepared and not fully grasped the need to provide synoptic and well supported responses. Strengths and weaknesses that typify candidates' performances have been commented upon in previous reports but it is worth repeating that the best essays reflect careful planning and consistent synthesis of ideas over the whole period in question. Good candidates try to apply their knowledge to answer the question set; weaker candidates often learn an answer in advance and write an essay on the topic rather than on the question set. They also tend to cover a smaller proportion of the time period and reveal limited skill in synthesising their facts. In general, chronological and narrative frameworks are usually less effective than thematic explanations and assessments.

A disturbing feature this session was evidence that many candidates had learned model answers and sought to repeat these in the exam. Such practices inhibit the better candidates from exercising original thought and leave the weaker candidates desperately trying to relate their knowledge to the question set. The phrase 'turning-point' also caused concern in several quarters. Some candidates claimed that every key development was an important turning-point while many essays lacked sufficient knowledge to assess the turning-point cited in the question. Candidates' use of English and essay skills varied considerably. Spelling, punctuation and grammar were often literary inconveniences rather than features of good answers and the habit of using initials (for example, 'JFK', 'MLK', 'Alex II') appears to be growing. Sloppy expressions are often indicative of a lazy mind. However, a welcome development this session was the widespread use of paragraphing. Even the weakest candidates seem to appreciate that paragraphs help to organise, shape and develop ideas into a coherent argument.

### Comments on Individual Questions

#### Unit 2590

112 centres entered 368 candidates, 10.5% of whom were retaking from June 2004. There were no complaints about any of the questions. Report comments have been confined to questions that were answered by five or more candidates:

#### The Government of England 1066-1216

1. 2. 3. Very few candidates.

#### Crown, Church and Papacy 1066-1228

4. Several excellent answers. Though there was a tendency to overlook Theobald and Walter, most analysed Anselm's relationship with William Rufus and Henry I before comparing it with those of Lanfranc, Becket and Langton and their respective monarchs. Weaker responses looked at the similarities with Anselm rather than the differences and focused on why difficulties had occurred.

5. Not popular and often poorly answered. The 'administration of Church law' was frequently assumed to be the 'administration of the Church' (a serious error) or it was not defined at all. The key word main was largely ignored. The codification of the *Decretum*



might have been used as well as the changes in royal administrative power. Many saw the *Dictatus Papae* as a piece of legislation or an official papal document, but took it as the basis of the political standpoint of the papacy from Gregory VII to Innocent III. Others saw the church becoming infinitely stronger during the reign of Stephen, though the relevance of this was rarely demonstrated.

6. Some candidates failed to take notice of the wording of the question, especially 'mainly' and few candidates balanced the maintenance of authority/influence against other factors. Some refused to recognise that the question was about the motives for papal intervention in English affairs rather than the number of interventions or their effects. Better candidates agreed with the premise and were able to discuss other motives for papal intervention in English affairs and so demonstrate change as well as continuity over time.

### **Rebellion and Disorder in England 1485-1603**

7. The least popular of the set and not well answered. Few seemed to know much about the nobility's role as royal administrators at county level and were far happier examining what happened when the nobles destabilised political affairs. Indeed, a large number turned the question round to discuss 'why England became more stable' or 'why some revolts failed'. Many failed to realise the gentry could cause instability as well as uphold stability. The best used rebellions and demonstrations to illustrate the nobility's behaviour in upholding and occasionally subverting peace and order, bringing in contributing factors such as the church and gentry.

8. Popular and well answered. The best structured their argument thematically and compared explanations, usually in terms of size, location, leadership and purpose. They focused on outcome rather than aims and, unlike some weaker responses, linked various rebellions to show similar and different factors across the period. Weaker answers produced narratives of varying relevance on the motives of the rebels or focused their arguments on the threat not danger of rebellions.

9. Few responses set out to distinguish between social and economic factors and, while this in itself was not a weakness, it did result in some rebellions being explained in terms of monocausal factors. More serious, however, was the scant consideration given to 'localised disturbances'. High marks were awarded to candidates who thought about this and tried to explain how local issues sometimes led to regional, even national, disturbances, but that many social and economic grievances were generally caused by and contained within a local context. Famine, bad harvests and inflation were often omitted as causes of distress and some candidates were unsure whether to include taxation. Better candidates noted that this was a more important factor in the earlier part of the period. Less confident candidates were unclear about 'social' factors, often confusing them with snobbery and linking it to the Northern Earls and Essex.

### **England's Changing Relations with Foreign Powers 1485-1603**

10. This question produced some disappointing essays. Too many candidates wrote chronological explanations with few, if any, synoptic assessments. Edward VI's reign was often ignored and too little consideration given to the impact of the Reformation in England, Scotland and continental Europe. Several candidates were more at home with the earlier part of the period and dismissed the important developments after 1558 very summarily. More able candidates identified the thread of Henry VII's marriage policy running through the period and noted that this gave the Scots a claim to the English throne.

11. A few attempted this without really understanding what was involved. The approach was generally a chronology with, in a few cases, some links attempted.

12. Many candidates attempted this question chronologically but there were also some very good thematic answers. Most candidates agreed that the means and methods of conducting foreign policy did vary but they questioned the consistency of aims. In explaining the aims in terms of security, peace, trade and dynastic issues, better candidates were able to set them in the context of political rulers and their administrations. Weaker responses tended to write a narrative on aims, often without being able to identify them very clearly.

### **The Development of Limited Monarchy in England 1558-1689**

13. 14. 15. Very few candidates.

### **Dissent and Conformity in England 1558-1689**

16. 17. 18. Very few candidates.

### **The Development of the Nation State: France 1498-1610**

19. 20. 21. Very few candidates.

### **The Catholic Reformation in the Sixteenth Century**

22. Candidates generally wrote a narrative of the papacy through the period, with a list of shortcomings characterising the early period and a list of achievements covering the later years. Some candidates thought the question was about the papacy rather than about the reformation of the Catholic Church and consequently failed to set the papacy in the context of the Church as a whole.

23. This question produced disappointing answers. The Jesuits received insufficient attention and 'other factors', which most candidates wanted to include, tended to be described rather than assessed. Few candidates, for example, when discussing the New Orders or individuals like Borromeo, mentioned that they all operated in more restricted areas than the Jesuits, which limited candidates' potential to gain marks from evaluation. Several candidates seemed over concerned to discuss 'turning-points' of the Counter Reformation and missed the main thrust of the question.

24. Very few attempted to assess the degree of reform that had been achieved in the course of the period. Most described some of the main weaknesses and some of the key developments before referring to the question in the conclusion.

### **The Decline of Spain 1598-1700**

25. There were several excellent answers. Most agreed that Spain's decline by 1650 was theoretically reversible but unlikely. Contrasts were made between the problems that faced the administrations of Charles II and Philip IV and due attention was given to the growing power of France after 1650. The best defined 'the decline of Spain' and showed knowledge and understanding of the problems Philip III bequeathed to his successors.

26. War certainly accentuated Spain's declining economy but candidates needed to be aware of the relative impact of other contributing factors. Among the most commonly cited were inherited debts, *jueros*, *asientos*, taxation levels, lack of investment in native industries, declining agriculture, failure to capitalise on the American trade markets, foreign competition, rising inflation, and recurrent plague and harvest failures that contributed to the fall in population levels.

27. No candidates.

### **The Ascendancy of France 1610-1715**

28. Answered by only two candidates.

29. There were a number of good responses although several candidates seemed to be handicapped by trying to adjust a learned answer.

30. Most addressed military and political factors satisfactorily but few tackled the crucial issue of defining 'greatness', which resulted in an uneven performance.

### **From Absolutism to Enlightened Despotism 1661-1796**

31. Very poorly answered with no candidates mentioning any political theories of thinkers. Answers were mostly descriptive accounts of Louis XIV's absolutism.

32. This question produced fewer problems and some very good responses. Candidates were able, with varying degrees of confidence, to address the concept of Enlightenment and its application by rulers.

33. This question resulted in some very good synthesis and evaluation over the period. Knowledge, skills and understanding were very impressive.

### **Unit 2591**

196 centres entered 784 candidates, 14% of whom were retaking from June 2004. There were no complaints about any of the questions. Report comments have been confined to questions that were answered by four or more candidates.

### **Britain and Ireland 1798-1921**

1. A very popular question. Many candidates tended to ignore the first Home Rule bill to concentrate on other turning points and produced a narrative of key events from Wolfe Tone in 1798 to the Treaty in 1921. A small number of candidates only dealt with Home Rule or failed to get beyond 1886. Some wanted to debate the impact of revolutionary as opposed to constitutional nationalism. However, there was a minority of very good, focused answers.

2. This produced some of the best answers in the Ireland section. Many were well prepared and able to offer focused analysis. Some candidates, however, seemed unclear about the distinction between revolutionary and constitutional nationalism, and 'effectiveness' was not always addressed. It is worth reminding candidates that action can be 'ineffective' in the short term but effective over a longer term.

3. This was the least popular question and not well answered. Knowledge of the post-famine period was often very limited and frequently focused on Gladstone's legislation rather than on the problems for Irish farmers. Coverage of industry was even more variable with little reference to industry outside Ulster.

### **War and Society in Britain 1793-1918**

4. 5. 6. Very few candidates.

Following up the success of our collaborative teacher study day meetings with the Victoria & Albert Museum in 2004-2005, a teacher study day will be held in 2005-2006 on 19<sup>th</sup> century warfare (for both 2591 military themes) at the National Army Museum.

### **Poor Law to Welfare State 1834-1948**

7. Detailed knowledge of the 1911 Act was rarely demonstrated which made any argument difficult to develop. Weak candidates drifted into a description of public health and education and neglected the need to focus on 'treatment of the poor'. Though few were able to deal confidently with the later years of the period, changing attitudes towards the causes of poverty were generally well known.

8. Too many candidates wrote at length about public health problems and ignored the need to focus on housing; knowledge of legislation governing housing was generally poorly known. Better candidates addressed 'To what extent...' and developed effective assessments of other factors e.g. education, franchise reform, growth of the Labour party.

9. Very few answered this question and it was poorly done. Surprisingly, few could offer a definition of 'Welfare State' and several focused almost entirely on education.

INSET: Following up the success of our collaborative teacher study day meetings with the Victoria & Albert Museum in 2004-2005, a teacher study day will be held in 2005-2006 on this theme at the Southwell Workhouse (National Trust).

### **The Development of Democracy in Britain 1868-1992**

10. 11. 12. Very few candidates.

### **The Development of the Mass Media 1896-1996**

13. 14. 15. Very few candidates.

### **The Changing Nature of Warfare 1792-1918**

16. The vast majority of candidates saw no distinction or could not differentiate between tactics and strategy and, where both terms were mentioned, they were regarded as interchangeable. Similarly the balance between 'offence' and 'defence' was not usually addressed. Most candidates showed good factual knowledge of the topic though colonial wars, except for the Boer War, were ignored and there was a tendency to spend a lot of time on the beginning and end of the period.

17. There was limited knowledge of what constituted domestic factors. Where the 'home front' was mentioned, it was not always linked to the outcome of wars. Most candidates concentrated on how public opinion caused wars and ignored the structure of the state and economic and social developments such as education, health, acceptance of conscription in Prussia and grave reservations in England.

18. Quite effectively answered in respect of railways though other forms of transport e.g. steamships and planes were often omitted. Several candidates did not address the nature of warfare. Communications were generally well addressed, except for the impact of the popular press on public morale. Many candidates referred to the importance of the Ems Telegram in starting the Franco-Prussian War and some confused the telegraph with the telephone.

**INSET:** Following up the success of our collaborative teacher study day meetings with the Victoria & Albert Museum in 2004-2005, a teacher study day will be held in 2005-2006 on 19<sup>th</sup> century warfare (for both 2591 military themes) at the National Army Museum.

### **The Challenge of German Nationalism 1815-1919**

19. There were some excellent answers. Most argued for and against the proposition, supporting arguments with sound factual details over the whole period.

20. This question produced some outstanding essays. What was so impressive was the manner in which the arguments were organised to ensure synoptic judgements were consistently made. Metternich, Bismarck and Wilhelm were assessed comparatively and the changing nature of German nationalism was taken into account.

21. Slightly less well answered than 19 and 20 but, nevertheless, it produced some very good responses. Some candidates took a very narrow view of 'popular appeal' and gave it little attention after 1848. Others assessed it in the context of the development of German nationalism and recognised its role after 1890.

### **Russian Dictatorship 1855-1956**

22. This question produced a wide range of responses. Some had difficulty in explaining the nature of the turning point in February 1917. Many ignored the reasons for Nicholas's fall or dealt with his abdication in a sentence (e.g. 'it led to the Bolshevik takeover'), and concentrated on other turning points such as the emancipation of the serfs or the Bolshevik seizure of power. Some saw every trend and development as a turning point but few candidates linked key events with how the governance of Russia actually changed. Although the early period was generally well handled, many ended their coverage in 1937 and some in 1917.

23. A popular and generally well answered question. Most candidates produced an effective comparison of Tsarism and Communism although there was a tendency to focus on similarities rather than differences, and it was often assumed that the problems of governing Russia remained constant. Most dealt with political opposition to ruling factions but ignored economic, social, cultural and religious issues. Many substituted 'methods' for 'problems' and wrote about repression. Weaker responses produced a narrative of Russian history from 1855 to 1956.

24. This question produced several detailed narratives of opposition movements but the nature of opposition was not always examined. Peasant unrest, uprisings, mutinies, strikes, assassinations, disaffected educated minority and nationalists, were often lumped together, and several candidates ignored the civil war years. Many essays followed a pre-determined format. Only the best candidates looked at opposition within governments, most obviously between 1917 and 1934 but always just below the surface in Tsarist days, and addressed the issue of 'so rarely successful' in a direct way. The repressive nature of the regimes was cited as the reason for a general lack of success and most answers dwelt on the work of the security police, and effects of imprisonment, exile and censorship.

### **The Struggle for the Constitution 1763-1877**

25. Several candidates wrote good answers but many focused on the development of political parties without linking them to the key theme of constitutional change.

26. Knowledge of the 1850 Compromise was generally weak and few candidates attempted to link it to 'sectional conflicts' and the theme of 'turning point'.

27. Knowledge of the amendments varied considerably and many wrote about the developments of the constitution in general with little reference to the question set.

**Civil Rights in the USA 1865-1980**

28. This was a very popular question. Candidates were prepared well on the reasons why African Americans faced discrimination. All candidates mentioned the KKK but far fewer referred to White Citizens' Council. Many assumed that these groups had an extremely powerful influence on events and governments and tended to downplay the racism that existed outside the old South, e.g. in the Supreme Court, in Congress, in the police and among some presidents. Better responses – and there were many – produced balanced analytical responses.

29. This was the second most popular question of the trio. Candidates displayed a sound knowledge of Native Americans and many made the point that they were more passive than African Americans, and only learned from them after 1924. Their fewer numbers and general isolation geographically, however, were largely ignored. The vast majority adopted a narrative/chronological approach, and several wasted valuable time providing detailed factual knowledge of the pre-1865 era.

30. Most engaged in a comparative analysis and a small minority compared both groups with African Americans, which was not wanted. Few candidates considered or explained the entrepreneurial success of Asian Americans (in contrast to Hispanics). Overall, the quality of answers was good.

### Units 2592-2593 Independent Investigation (coursework)

Teachers are referred to the detailed advice in the Summer 2002 Report (pp. 67-81), the Summer 2003 Report (pp.56-68), the Summer 2004 Report (pp.88-104) together with the summary *Notes for Guidance of Teachers* pamphlet. Advice is offered here primarily for the benefit of the 2006 cohort.

The Independent Investigation pulls together the historical skills developed and employed across the five AS/A2 exam units:

- the ability to write an analytical, evaluative essay (Units 2580-2591),
- the ability to evaluate Sources (Units 2580-2582), &
- the ability to assess information/evidence within the context of historical debate (Units 2587-2589).

It is thus a practical exercise in the historian's craft.

The Board-set questions for summer 2006 were sent to centres in the March 2005 despatch to Exams Officers and may be downloaded from OCR's website: see under 'News & Updates', then 'General Qualifications' – the item for '15 February 2005'.

#### QUESTION CHOICE:

- every Investigation must have a question which allows the candidate to study an historical problem and which the candidate then actually seeks to answer. The question must provide the opportunity for an argument and for historical interpretation. Some questions chosen do not lend themselves to meeting the assessment criteria while some are unnecessarily complex. For Unit 2592 (but not 2593), loosening the wording of the Board-set questions can provide a fruitful range of possibilities. They can be adjusted;
- the question must cover a problem about which there is some contrasting evidence. The assessment of AO2 carries half of the coursework marks so the critical evaluation of evidence is essential to success in these units (including the evaluation of internet sources). Unsupported assertion will not take a candidate far and must not take the place of argument or evaluation; but assertions can be the starting-point for evaluation. Further, to illustrate a point with a piece of evidence is not to evaluate that evidence critically. Finally, critical evaluation needs to be specific to the context of the argument being made and to the evidence being used; merely to assert that 'x' is from a revisionist historian is not to evaluate critically the evidence offered by that historian. The evaluative skills required for the coursework are the same as those needed for Units 2587-2589.

Detailed advice on question selection is given in the Summer 2004 Report.

#### LENGTH:

- the target length is 2500 words. None must be more than 3000 words. Examiners are under instructions to stop reading at 3000 words;
- quotations count within the word total.

#### FOOTNOTES & BIBLIOGRAPHY:

- footnotes and a bibliography are required. Guidance on how to set out good footnotes and a proper bibliography is provided in the *Notes for Guidance of Teachers* pamphlet. Internet sources need careful attribution. Footnotes should be used only to give the attributions of quotations made in the body of the Investigation. They must not be used to carry on the argument, evaluation and analysis itself and any such material that carries the total words length over 3000 words will be excluded from the assessment.

**FORMAT FOR SUBMISSION:**

- Investigations need careful proof-reading;
- 12-point double spacing with wide margins all around is the best layout to use;
- Investigations should be stapled in one corner. Individual plastic pockets for each page must not be used. Folders and files are totally unnecessary. All are a complete waste of the world's resources;
- proposal forms, if used, should be attached to investigations when submitted, together with the coursework cover sheet.

**THE ROLE OF THE TEACHER:**

Teachers are reminded of the crucial need for substantial assistance on their part. At the planning stage, teacher involvement is essential in such matters as developing a viable topic, turning it into an effective question and filling in the proposal form properly. From the beginning, teachers need also to be very 'hands-on' in the guidance offered to develop the evaluative and analytical skills of their pupils and in the identification of key issues in the problem being investigated as well as in advising on a suitable books and other sources sufficient to provide breadth and depth to an Investigation. Teachers need to act as supervisors and attention is drawn to the Board's suggestion that centres use a tutorial system.

**PROPOSAL FORMS:**

Critical to success in the coursework is the designing of a good task and Proposal Forms are vital to that essential first stage. Assessors (the senior coursework examiners) act as friendly critics offering feedback, based on marking experience, on what works and what does not. At no point does OCR 'approve' or 'reject' proposed questions. Extraordinarily, many forms were received in January 2005. By contrast with those submitted earlier, many gave every appearance of being rushed affairs into which little if any thought had been invested, by anyone. January may fall within the deadline, but it is far too late for submitting a form because time is already running out. Whenever the coursework is to be undertaken, the planning and preparation of all candidates should start early (for examination in summer 2004, some 1983 forms were submitted in May-July 2003 and another 2664 in September/October 2003). A good number of centres start to plan coursework after the AS exams at the end of Year 12, thus allowing students to undertake serious reading and research over the summer holiday that will enable them to submit an effective proposal form in September/October of Year 13.

The quality of the information provided by students on too many proposal forms leaves much to be desired and, in consequence, assessors too often find it very difficult to offer much specific guidance to individual students because the forms give assessors so little to go on.

After three years experience, no proposal forms should be seen with wholly inadequate questions, woeful Key Issues and scrappy bibliographies. The role of the teacher here as supervisor cannot be stressed too highly and in the hope of pushing students into using the advice service more effectively, the form has been redesigned, again. The new form is being sent to all centres with examiner address label, cover sheets and attendance register for their summer 2004 coursework submission. Would centres please destroy all previous versions (including that in Appendix C of the 2nd edition of the specification) and see that only this latest edition it used from now on – a copy will be found at the end of this section for reference (and use as a master for the future). A copy of the modified Cover Sheet is also here for reference and use. All forms are always downloadable from OCR's website [[www.ocr.org.uk](http://www.ocr.org.uk)] and exams officers are sent a full set of every form each year.



INSET 2005-2006:

**A series of half-day coursework workshop tutorials will be held in December 2005-January 2006.**

Following up the success of our collaborative teacher study day meetings with the Victoria & Albert Museum in 2004-2005, a teacher study day will be held in 2005-2006 on the English Civil War and Oliver Cromwell at Peterborough Cathedral. The day will also look at the cathedral to explore how a building can be used for a coursework Investigation and how local studies can make an enjoyable and effective coursework Investigation.

**Details of OCR's History INSET programme for 2005-2006 will be circulated to centres in June 2005 and placed simultaneously on OCR's website [[www.ocr.org.uk](http://www.ocr.org.uk)].**





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