

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Advanced Subsidiary GCE

HISTORY

2582

Document Studies 1774–1945

Thursday

12 JANUARY 2006

Morning

1 hour

Additional materials:
one 8-page answer book

TIME 1 hour

INSTRUCTIONS TO CANDIDATES

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

Write your answers on the separate answer book provided.

This question paper contains questions on the following seven Options:

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

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

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

INFORMATION FOR CANDIDATES

The maximum mark for the paper is 120.

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

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

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

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

This question paper consists of 16 printed pages.

The Origins of the French Revolution 1774-92

Study the four Sources on The Estates General and the Loss of Royal Authority in 1789, and then answer **all** the sub-questions.

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

1 (a) Study Source B

From this Source **and** your own knowledge, explain the reference to 'the treasonous and revolutionary movements which had occurred in the Estates General' (lines 10-11). [20]

(b) Study Sources A and C

Compare these Sources as evidence about attitudes towards the Estates General in 1789. [40]

(c) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that the loss of royal authority in 1789 was mainly the fault of the King himself. [60]

[Total: 120 marks]

The Estates General and the Loss of Royal Authority in 1789

Source A: A royal minister urges Louis XVI to resist the advice of his family and to go ahead with reforms.

Yesterday, your majesty asked my advice concerning the proposal of Monsieur Necker to command the first two orders of the realm to join with the Third Estate and vote by head. Your royal brothers were against this. However, there is a need to make the Third Estate effective, to revive credit through public confidence and to calm people at a time of high food prices. Your majesty has an army – but can it be paid? Then, would your majesty be able to rely on your troops if they were needed? 5

Saint Priest, letter to the King, 22 June 1789

Source B: A former leading minister writes at a later date about the indecisive response by the King and his government to the growing crisis in June 1789.

The news that the Court was calling troops to Versailles, and that several regiments were already on the march, soon gave rise to fresh alarm. Most of the King's ministers, and I was one of them, were kept in ignorance of all these matters. The Minister for War spoke of the troop movements only as a measure of caution made necessary by the treasonous and revolutionary movements which had occurred in the Estates General meeting at Versailles. I believe that the King himself did not know about the plans of his ministers. The result was indecision and actions that at best were only half measures. There was little sense of strong leadership. 10

Jacques Necker, On the French Revolution, 1797

Source C: While a group of courtiers urge Louis XVI in June 1789 to oppose the demands of the Third Estate, the King seems sympathetic to reform.

Barentin, one of the royal ministers, warned the King that it was dangerous to put up with the Third Estate any longer. The members just wanted a general uprising. They were threatening the King's powers and they should not be tolerated. A secret deputation from the Parlement of Paris begged the King to dissolve the Estates General, whose existence was, they argued, a threat to him. We, the Queen's circle of friends, told the King that the Third Estate would ruin everything – and we were right. 15

But the King replied, 'Are not the Third Estate also my children? And when the nobility lose some of their privileges and the clergy some of their income, will I be any less their King?' 20

Comtesse d'Adhémar, *Memories of Marie Antoinette*, 1836

Source D: A modern historian blames the King for losing control of the movement for change in 1789.

There was a real...

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Details:

An extract from 'The French Revolution' by John Hardman about the relationship between the King and the Third Estate

... been smashed beyond repair

The Condition of England 1832-53

Study the four Sources on Pressures Leading to Change in the Old Poor Law, and then answer **all** the sub-questions.

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

2 (a) Study Source D

From this Source **and** your own knowledge, explain the reference to 'The rigours of the 1834 system' (lines 25-26). [20]

(b) Study Sources A and B

Compare these Sources as evidence for attitudes to the Old Poor Law. [40]

(c) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that changes to the Poor Laws were driven by moral judgements about the poor rather than concern for their economic and social problems. [60]

[Total: 120 marks]

Pressures Leading to Change in the Old Poor Law

Source A: William Cobbett, leading Radical and editor of the Political Register, disliked official opinion which condemned the Old Poor Law. Here he puts his own views forward on what was wrong.

It is declared 'that the poor would consume all landed property unless stopped' yet it is not the poor but the idle able-bodied who are consuming the property of the country. The increased poor rates simply prove that there has been a reduction of the just wages for labour. The poor rates are a debt contracted with working people stripped of their little property by constant wage deductions. This makes parish relief absolutely necessary to the maintenance of life. Idle and corrupt suppliers and officials are the beneficiaries. It is monstrously unjust to blame working people for the high poor rates. 5

Political Register, 14 December 1833

Source B: Henry Everett, who undertook investigations in parts of rural East Anglia, blames the labouring classes for the rising poor rates.

The great increase in the amount of the poor rates is mainly due to the shameful deterioration of the labouring classes: namely the complete lack of independent reliance upon their own efforts to support themselves that they once showed. Few amongst them now maintain their expanding families without parish help. Their object is, through intimidation, to get as much as possible from the parish and then spend it in beer houses and on vice. 10

Report from the Commissioners on the Poor Law, 1834

Source C: The auditor (accountant) of the rural Uckfield Union in Sussex reports on the beneficial effects of the New Poor Law. Prior to the 1834 Act, Sussex had been an area with a large number of paupers.

Monthly expenditure between 1831 and 1833 was £1386. For 1836 the monthly sum is £550, a saving of £10,000 per year. I think it will be permanent. But this is not the most important change. Both the moral reform achieved by checks given to vice, idleness and lack of thrift and the encouragement offered to industry have solved the question of surplus labour by proving, here at least, that employment can be found. 15

In December 1834, 250 labourers were out of work and on relief, despite good weather. In December 1835, when snow stopped agriculture, the number of able bodied men in the workhouse was 28. The boring detention and discipline of our workhouse has persuaded some to enlist as soldiers. 20

Operations of the Poor Law Amendment Act in the County of Sussex, 1836

Source D: A modern historian comments on official attitudes to poverty.
The repression of pauperism...

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Details:

An extract from 'Poverty and the Poor Law Reform in 19th Century Britain, 1834-1914'
by David Englander. ISBN: 0582315549

...distinctions because of cost

Italian Unification 1848-70

Study the four Sources on The Impact of the 1848-49 Revolutions, and then answer **all** the sub-questions.

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

3 (a) Study Source B

From this Source **and** your own knowledge, explain the reference to 'the humiliating memories of 1848-49' (line 14). [20]

(b) Study Sources A and D

Compare these Sources as evidence for the position of Piedmont after the revolutions of 1848-49. [40]

(c) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that, as a result of the revolutions of 1848-49, Italians in the 1850s believed the expulsion of Austria could only be achieved with foreign support. [60]

[Total: 120 marks]

The Impact of the 1848-49 Revolutions

Source A: A Lombard exile, living in Piedmont after the revolutions of 1848-49, and, later, the founder of the Italian National Society, expresses his vision of the way ahead.

As an Italian first and foremost, I seek Italian forces for an Italian war. A popular rebellion would not be enough for us to gain our independence. Piedmont remains independent. She also has soldiers and cannon; therefore, I am a Piedmontese. Piedmont is a monarchy; therefore, I am not a republican. I am content with Charles Albert's constitution, but I anticipate that it will be improved in future. I believe a national war can only be fought with national weapons. Italy possesses two strengths: Italian emotion and the Piedmontese army. Put them together and we will achieve a united Italy. 5

G. Pallavicino, letter to General Pepe, 18 November 1851

Source B: The French ambassador in Piedmont informs the French foreign minister of political views there.

In the view of Victor Emmanuel II, the French army would provide essential support for the Piedmontese army. His object is to take Lombardy and keep it – jointly with us if need be. Piedmont is harbouring lots of exiles from other Italian states where the revolutions of 1848-49 were crushed. They have members of parliament, are officers in the army, have influence in the newspapers and they retain a desire for war. The Piedmontese believe salvation must come from foreign help. They are relying on France to help overcome Austria and so reverse the humiliating memories of 1848-49. 10

Baron de Butenval, official report, 16 October 1852

Source C: A former chief minister of Piedmont, who believed that the priority for Piedmont was to maintain her independence, explains why Piedmont should adopt a peaceful foreign policy.

Our policy should not exclude the possibility of lawful expansion into Lombardy with Austria's consent. Some argue that we should support France and England in the Crimea against Russia, in order to secure their help in expelling Austria from Italy. I do not think this would guarantee the assistance of these two powers. We did not do well in the wars of 1848-49 and, in our weak position today, talk of another war against Austria is unrealistic. Instead, Piedmont must preserve her independence from Austria, rebuild her strength and offer moral leadership to other Italian states to remove Austria by their own efforts.

Count Solaro della Margarita, Questions of State, 1854

Source D: A modern historian, who believes that foreign powers played the key role in the unification of Italy, assesses the outcome of the revolutions of 1848-49.

The most encouraging aspect...

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Details:

An extract from 'The Risorgimento and the Unification of Italy' by D. Beales about Italy after the revolutions of 1848-49.

... be defeated and expelled

The Origins of the American Civil War 1848-61

Study the four Sources on State Rights and Secession, and then answer **all** the sub-questions.

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

4 (a) Study Source C

From this Source **and** your own knowledge, explain the reference to 'strictly Federal in its character' (lines 20-21). [20]

(b) Study Sources A and B

Compare these Sources as evidence for views about the right of secession. [40]

(c) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that the **main** issue which led to war was the determination of the Southern States to preserve state rights. [60]

[Total: 120 marks]

State Rights and Secession

Source A: A public meeting in Georgia, one of many held after the election of Lincoln as President, passes resolutions in favour of secession.

The abolition sentiment of the Northern States has, for the last forty years, steadily increased in volume and in the intensity of hostility to the rights of the Southern States as equal, independent and sovereign members of the Union. It has led to an open and shameless refusal to enforce the return of fugitive slaves, as required by the constitution of the United States. 5

Therefore we, a portion of the people of Floyd County, do hereby declare:

First, that Georgia is a free, sovereign and independent State.

Second, that Georgia came into the Union with the other States voluntarily, as a sovereign State, and by virtue of that sovereignty, has the right to secede from the Union whenever she shall judge such a step necessary. 10

Resolution from Floyd County, Georgia for Secession, 1860

Source B: Shortly after the beginning of hostilities, President Lincoln explains his war aims to a special session of Congress.

We face the question whether a democratic constitutional republic – a government of the people by the people – can or cannot maintain its territorial unity against its own domestic foes. It is now for our people to demonstrate to the world that those who can fairly win an election can also suppress a rebellion; that ballots are the rightful and peaceful successors of bullets; and that when ballots have fairly and constitutionally decided, there can be no successful appeal back to bullets. Such will be a great lesson of peace: teaching men that what they cannot take by an election, they cannot take by war. 15

Abraham Lincoln, speech to a special meeting of Congress, 4 July 1861

Source C: Writing after the Civil War, the former Vice-President of the Confederacy gives his interpretation of the cause of the war.

The war between the States had its origin in opposing political and constitutional principles. The conflict arose from different and opposing ideas as to the nature of what is known as the 'General Government'. The contest was between those who held it to be strictly Federal in its character and those, rather, who maintained rather that it was thoroughly National in its character. Slavery was simply the question on which these antagonistic principles were finally brought into active collision with each other. 20

Alexander Stephens, A Constitutional View of the Late War between the States, 1868-70

Source D: An American historian of the early twentieth century considers the issues of state rights and slavery.

In the thirty years before the civil war, agitation over state rights was closely connected with a new issue of growing importance: the slavery question. The pro-slavery forces sought refuge in the state rights position, claiming the right of secession as a shield against national interference by the Union in pro-slavery projects. In consequence, anti-slavery legislatures in the North placed great stress on the national character of the Union and on the broad powers of Federal government in dealing with slavery. 25

A. Schlesinger, New Viewpoints in American History, 1922

The Irish Question in the Age of Parnell 1877-93

Study the four Sources on Parnell and Agrarian Unrest, and then answer **all** the sub-questions.

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

5 (a) Study Source A

From this Source **and** your own knowledge, explain the reference to ‘such an agitation as that which took place in Ireland in 1879 and 1880’ (lines 1-2). [20]

(b) Study Sources B and C

Compare these Sources as evidence for connections between agrarian unrest and the campaign for Home Rule. [40]

(c) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that Parnell’s **main** skill as a politician was his ability to make use of agrarian unrest. [60]

[Total: 120 marks]

Parnell and Agrarian Unrest

Source A: The leader of the Irish Home Rule Party warns of likely disturbances in Ireland following the failure of the First Irish Home Rule Bill.

I am not going to head such an agitation as that which took place in Ireland in 1879 and in 1880. However, I believe that the situation of the tenant farmers in Ireland will be so desperate, so much more terrible and critical than it was in those dark days, that there will be a spontaneous movement among them, and on a massive scale. Neither we Irish MPs, nor the Government, will be able to control it. 5

Charles Stewart Parnell, speech in the House of Commons, 3 September 1886

Source B: A former Liberal Chief Secretary for Ireland and a friend of Gladstone gives an estimate of Parnell’s tactics concerning agrarian unrest.

Parnell has not been seen much in public since the end of the parliamentary session and he will doubtless remain out of the way; in this he is being very clever. He is a master of parliamentary debate and he will point to any agrarian unrest in Ireland as clear evidence of the inability of the government to keep the country quiet. He will see any trouble in the Irish countryside as a direct consequence of the failure by Parliament to pass the Bill last year to adopt Home Rule. 10

John Morley, letter, 30 November 1887

Source C: One of the radical leaders of the Plan of Campaign, a scheme in which tenants would withhold rents and pay the money into a special fund to help those evicted, describes a meeting with Parnell in London in December 1887.

I met Mr Parnell at his request behind the Greenwich Observatory early on a foggy morning. I told him that there was a frightful danger of the Irish tenants going back to crime and secret societies. John Dillon and I had, however, devised the Plan of Campaign that would give confidence to the tenants and so keep them from crime and conspiracy. We said that we would resign from the Home Rule Party if there was any chance that we would injure the Home Rule movement or his [Parnell's] leadership, such was our respect for him. Mr Parnell urged us indeed not to resign. He recognized fully that we were bound to fight out the struggles on which the tenants of Ireland had already begun, but he insisted fully that we should not persuade any more tenants to join the Plan, and this I agreed to do.

William O'Brien, Evening Memories, 1920

Source D: A modern historian analyses Parnell's skills as a politician.

Parnell had shown his...

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Details:

An extract from 'T. M. Healy: A Biography' by Frank Callanan, 1996. ISBN: 1859180094

... out of their difficulties

England in a New Century 1900-18

Study the four Sources on The Arguments For and Against Women's Suffrage before the First World War, and then answer **all** the sub-questions.

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

6 (a) Study Source D

From this Source **and** your own knowledge, explain the reference to 'while the activities of the Pankhursts drew attention to the cause' (line 18). [20]

(b) Study Sources A and B

Compare these Sources as evidence for differing attitudes towards women being involved in politics during this period. [40]

(c) Study all the Sources

Using **all** of these Sources **and** your own knowledge, assess the view that before the First World War the arguments for women's suffrage were gaining ground. [60]

[Total: 120 marks]

The Arguments For and Against Women's Suffrage before the First World War

Source A: A Liberal Member of Parliament argues against giving women the vote.

I believe that once we open the door and enfranchise a small number of females, we could not possibly close it again. Eventually, that would then also lead to universal adult suffrage. The government of Britain would be handed over to a majority which would be women, not men. Women are creatures of impulse and emotion; whereas men act on grounds of reason.

I further believe that if women were given the vote, it could be disastrous for all political parties. I am not a woman-hater. I am simply too fond of them to ask them to undertake political duties which they do not understand and which they do not care for. 5

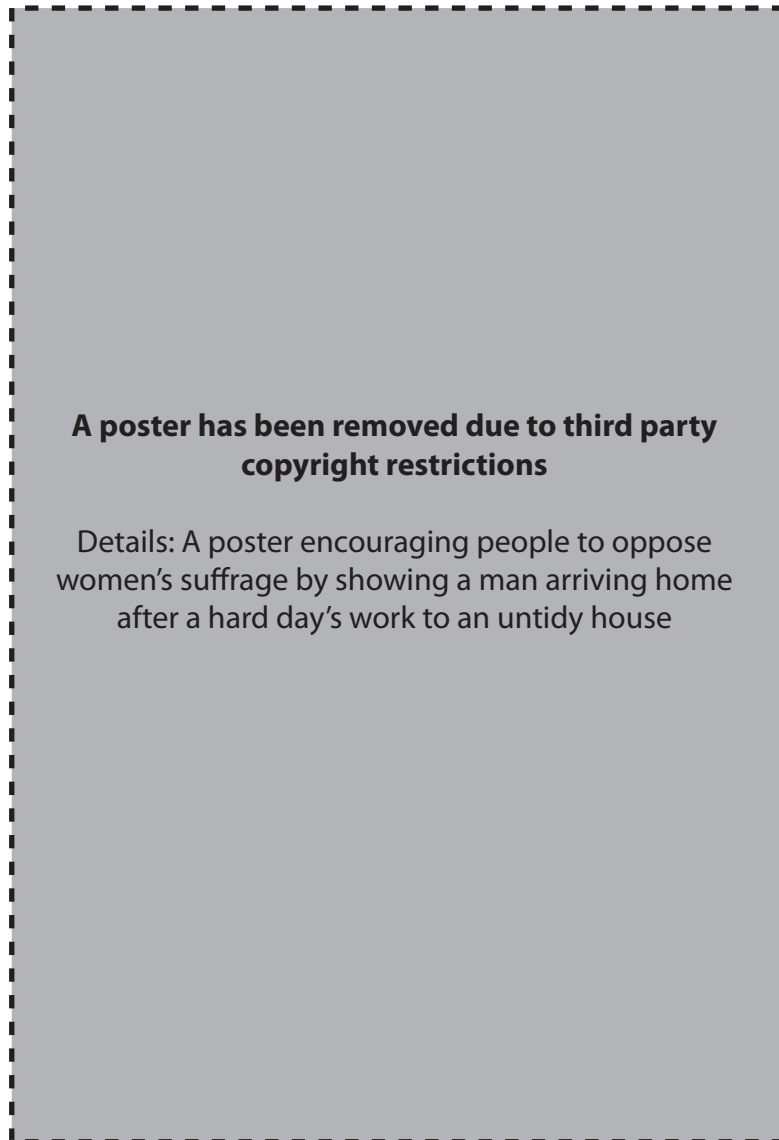
W. R. Cremer, speech in the House of Commons, 1906

Source B: In a magazine article, the leader of the Suffragists (the N.U.W.S.S.), argues the case for women's suffrage.

The anti-suffragists keep repeating their catchword 'Men are men, and women are women'. They fail to realise that sexual difference provides the strongest argument that no representative system which leaves out women can be complete. They argue that women have different capacities: having particular duties in the areas of home, education and social improvement. However, these areas are increasingly becoming important concerns of modern government. Whenever Parliament is dealing with such matters, it would be useful for the influence and experience of women to be felt in the House of Commons. 10

Millicent Fawcett, The English Woman, 1909

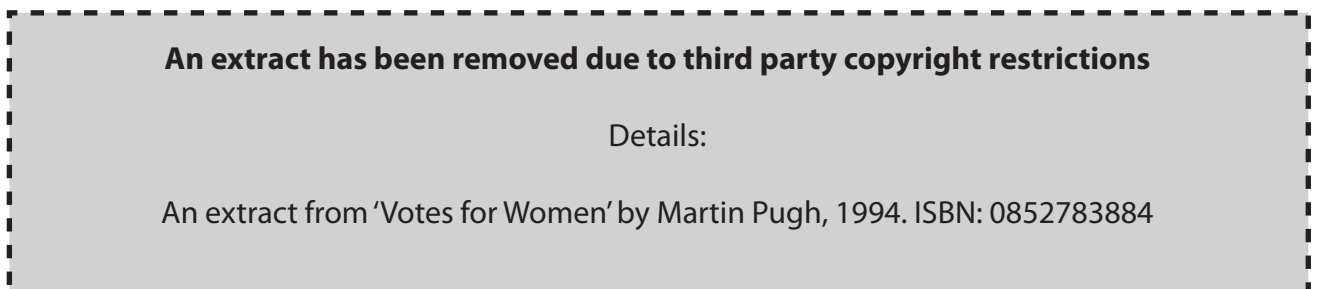
Source C: A poster encouraging people to oppose women's suffrage. A hard-working man is shown arriving home. A note attached to the suffragette poster on the wall says: 'Back in an hour or so.'



The National League for Opposing Woman Suffrage, 1912

Source D: A modern historian considers the progress made by the supporters of women's suffrage.

There is a case...



... 50,000 members by 1913

Nazi Germany 1933-45

Study the four Sources on The Nazis' Decision to Implement a 'Final Solution', and then answer **all** the sub-questions.

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

7 (a) Study Source D

From this Source **and** your own knowledge, explain the reference to 'He then left the details to Himmler' (line 28). [20]

(b) Study Sources A and B

Compare these Sources as evidence for anti-Semitism in Germany from 1935 to 1938. [40]

(c) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that the decision to implement the Final Solution arose **mainly** from a long-standing and widespread hatred of the Jews. [60]

[Total: 120 marks]

The Nazis' Decision to Implement a 'Final Solution'

Source A: A Socialist Party agent, working underground, comments on reactions to the Nuremberg Laws of 1935 and anti-Jewish propaganda.

The recent Jewish laws are not taken very seriously as people have other problems on their mind. But one must not imagine that the anti-Jewish agitation does not have the desired effect on a significant number. Many are influenced to see the Jews as starting all bad things. They have become fanatical opponents of the Jews.

The vast majority of the population, however, ignore the anti-Jewish propaganda and even show this by preferring to shop in Jewish department stores. Many still regard the Jew as a friend whom they do not want to abandon yet. 5

SOPADE Reports, 1936

Source B: A member of the girls' section of the Hitler Youth analyses her own reaction to the events of Kristallnacht in Berlin (10 November 1938) on the morning after it had happened. Her account was written to a lost childhood Jewish friend after the Second World War.

To my surprise almost...

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Details:

An extract from 'Account Rendered: A Dossier of My Former Self' by Melita Maschmann

... myself with National Socialism

Source C: The former commandant of the Auschwitz death camp explains how and when implementation of the Final Solution began.

In the summer of...

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Details:

A testimony of Rudolf Hoess at the Nuremberg war crimes trials in 1946

... Auschwitz for this purpose

Source D: A modern historian comments on Nazi racial policy after 1939.

Nazi policy does not...

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Details:

An extract from 'Anti-Semitism and the Holocaust' by Alan Farmer. ISBN: 0340697938

... to Himmler and Goering

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