

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Advanced GCE

HISTORY

2591

Themes in History 1763–1996

Friday

23 JUNE 2006

Morning

1 hour 30 minutes

Additional materials:
one 12-page answer book
Insert 1

TIME 1 hour 30 minutes

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 paper contains questions on the following five Options:

- Britain 1793–1921 (page 2)
- Britain 1834–1996 (page 3)
- Europe 1792–1919 (page 4)
- Europe 1855–1956 (page 5)
- America 1763–1980 (page 6)

Each Option has one or more Themes. Each Theme has three questions.

Answer any **two** questions.

Teachers may indicate to candidates in the examination room the part(s) of the paper which cover(s) the Theme(s) studied.

INFORMATION FOR CANDIDATES

Every question is marked out of 60.

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.

Candidates are expected to demonstrate understanding of the issues in **each** of their selected questions over a period of **at least a hundred years** (unless an individual question specifies a slightly shorter period).

Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the **full breadth** of the period studied.

This question paper consists of 6 printed pages, 2 blank pages and an insert.

Britain 1793–1921

*Candidates are expected to demonstrate understanding of the issues in **each** of their selected questions over a period of **at least a hundred years** (unless an individual question specifies a slightly shorter period).*

*Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the **full breadth** of the period studied.*

Key Theme: Britain and Ireland 1798–1921

- 1 How far would you agree that Catholic Emancipation in 1829 was the **most** damaging factor in the decline of the Protestant ascendancy during the period 1798–1921?
- 2 ‘British governments were persuaded **more** by constitutional nationalism than by revolutionary nationalism to change their policies on Ireland.’ How far do you agree with this view of the period 1798–1921?
- 3 How far was the success of Irish nationalism dependent on popular support within Ireland during the period 1798–1921?

Key Theme: War and Society in Britain 1793–1918

- 4 How far do you agree that the Crimean War was the **major** turning-point in creating a changed approach to waging war during the period 1793–1918?
- 5 How successfully did British military and naval strategy adapt to deal with the threats to British interests during the period 1793–1918? Explain your answer.
- 6 To what extent did public opinion on war issues change during the period 1793–1918?

Britain 1834–1996

Candidates are expected to demonstrate understanding of the issues in **each** of their selected questions over a period of **at least a hundred years** (unless an individual question specifies a slightly shorter period).

Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the **full breadth** of the period studied.

Key Theme: Poor Law to Welfare State 1834–1948

- 7 To what extent were concerns about financial cost the **main** influence on the treatment of the poor by governments from 1834 to 1948?
- 8 To what extent was the 1919 Housing and Town Planning Act the **most** important turning-point in the provision of quality housing in the period from 1834 to 1948?
- 9 Assess the reasons why it took so long for a Welfare State to be established during the period 1834 to 1948.

Key Theme: The Development of Democracy in Britain 1868–1992

- 10 How far were political, rather than social or economic issues, the **main** reason for reform of the franchise during the period from 1868 to 1992?
- 11 How far was the quality of party leadership the **main** reason for the changing fortunes of the Liberal party during the period 1868–1992?
- 12 To what extent were reforms to the education system the **main** reason for the development of democracy during the period from 1868 to 1992?

Key Theme: The Development of the Mass Media 1896–1996

- 13 How successfully did the printed media rise to the challenge of radio and television during the period from 1922 to 1996? Explain your answer.
- 14 Assess the impact of the mass media on popular culture in Britain during the century from 1896.
- 15 To what extent were British governments influenced by developments in the mass media during the century from 1896?

Europe 1792–1919

*Candidates are expected to demonstrate understanding of the issues in **each** of their selected questions over a period of **at least a hundred years** (unless an individual question specifies a slightly shorter period).*

*Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the **full breadth** of the period studied.*

Key Theme: The Changing Nature of Warfare 1792–1918

- 16 To what extent was mass conscription the key factor in success on the battlefield during the period 1792–1918?
- 17 Assess the impact of the development of military strategy on the conduct of war during the period 1792–1918.
- 18 To what extent did the development of military technology revolutionise warfare during the period 1792–1918?

Key Theme: The Challenge of German Nationalism 1815–1919

- 19 Assess the view that the German nation was more divided than united during the period from 1815 to 1919.
- 20 To what extent was the development of German nationalism **mainly** determined by economic factors in the period from 1815 to 1919?
- 21 Assess the reasons why Prussia was less successful in dominating the German states in the period from 1815 to 1865 than in the period from 1866 to 1919.

Europe 1855–1956

*Candidates are expected to demonstrate understanding of the issues in **each** of their selected questions over a period of **at least a hundred years** (unless an individual question specifies a slightly shorter period).*

*Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the **full breadth** of the period studied.*

Key Theme: Russian Dictatorship 1855–1956

- 22** 'The rulers of Russia preferred repression to reform.' How far do you agree with this view of the period from 1855 to 1956?
- 23** 'Stalin was **more** effective than any other ruler of Russia from 1855 to 1956 in dealing with opposition.' How far do you agree?
- 24** How far do you agree that life for peasants was uniformly bleak during the period from 1855 to 1956?

America 1763–1980

*Candidates are expected to demonstrate understanding of the issues in **each** of their selected questions over a period of **at least a hundred years** (unless an individual question specifies a slightly shorter period).*

*Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the **full breadth** of the period studied.*

Key Theme: The Struggle for the Constitution 1763–1877

- 25 'The Constitution of 1787 created more problems than it solved in the development of stable government in America.' How far do you agree with this view of the period 1763–1877?
- 26 How far did the role of the president change during the period from 1789 to 1877?
- 27 To what extent was slavery the dominant issue in North–South relations in the period from 1787 to 1877?

Key Theme: Civil Rights in the USA 1865–1980

- 28 To what extent was the Second World War (1941–45) the **major** turning-point in the development of African American civil rights during the period 1865–1980?
- 29 How far did the civil rights of Asian and Hispanic Americans change during the period 1865–1980?
- 30 To what extent did the Federal government hinder the development of trade union rights during the period 1865–1980?

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.