

**ADVANCED SUBSIDIARY GCE UNIT  
HISTORY**

Document Studies 1774–1945

**FRIDAY 12 JANUARY 2007**

**2582**

Afternoon

Time: 1 hour

Additional materials: Answer Booklet (8 pages)



**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.

**INFORMATION FOR CANDIDATES**

- 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 **both sub-questions** from **one** Option.
- Teachers may indicate to candidates in the examination room the part of the paper which covers the Option studied.
- The maximum mark for this paper is 60.
- The number of marks is given in brackets [ ] at the end of each sub-question.
- You should write in continuous prose and are reminded of the need for clear and accurate writing, including structure of argument, grammar, punctuation and spelling.
- The time permitted allows for reading the Sources in the one Option you have studied.
- In answering these questions, you are expected to use your knowledge of the topic to help you understand and interpret the Sources, as well as to inform your answers.

This document consists of **16** printed pages.

## The Origins of the French Revolution 1774–92

Study the four Sources on The Condition of France on the Eve of the Revolution, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

### 1 (a) Study Sources A and B

Compare these Sources as evidence for the position of the middle classes in France by 1789. [20]

### (b) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that the **main** cause of the Revolution in 1789 was social conflict. [40]

[Total: 60 marks]

## The Condition of France on the Eve of the Revolution

**Source A:** A French aristocrat who had helped Louis XVI to try to escape in 1791 reflects on the inequalities in French life before 1789.

Before the Revolution, the middle classes were well-educated. However, it was the nobles who gained the best positions in the state, through their birth and their wealth, though they lacked merit and talent. In Paris and other cities, the bourgeoisie were superior in ability and personal worth. But they were humiliated, excluded from high position in the army, the Church and the higher places in government. The nobility came more and more to dominate all the important elements of public life, never foreseeing that this would in the end destroy them. 5

*Marquis de Bouillé, Memoirs, 1859*

**Source B:** A major politician in the Revolution writes an influential pamphlet in which he attacks the low status and limited opportunities of the middle classes.

We must ask ourselves three questions:

1. What is the Third Estate? Everything.
2. What has it been until now in the political order? Nothing. 10
3. What is it demanding? To become something.

In one way or another, all the branches of the executive have been taken over by the nobles who monopolize the Church, the judiciary and the army. A spirit of fellowship within the noble class leads the nobles to favour each other over the rest of the nation. Their domination is complete: they truly reign. 15

*The Abbé Sieyès, What is the Third Estate?, 1789*

Source C: In a Cahier, a list of grievances drawn up before the calling of the Estates General in 1789, there are complaints that the peasants are being oppressed.

Afflicted by so many misfortunes, and suffering from poverty, the people of the countryside have become listless. They are afraid to marry because that will bring further hardships. They will be further taxed and asked for labour on the roads. They fear that their family would be a burden and their children poor and wretched. Oh petty tyrants who rule our provinces! Oh proprietors of noble estates who demand the most crippling and humiliating payments and dues! Look at the villages with a few weakened men working in the fields, with their poorly-dressed wives regretting their pregnancies and their children in rags. Even where there are richer farmers, their wealth has only served to deepen the misery of the labourers by comparison.

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Cahier of the Third Estate of the district of Sézanne, 1789

Source D: A modern historian sees the discontented middle class as the most important cause of the Revolution.

The struggle of the.....

**An extract has been removed due to third party copyright restrictions**

An extract from 'An Introduction to Eighteenth-Century France' by John Lough.  
ISBN: 978-0582313736

.....reasons for the Revolution.

John Lough, An Introduction to Eighteenth-Century France, 1960

## The Condition of England 1832–53

Study the four Sources on Opposition to the New Poor Law, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

### 2 (a) Study Sources A and B

Compare these Sources as evidence for workhouse conditions under the New Poor Law of 1834. [20]

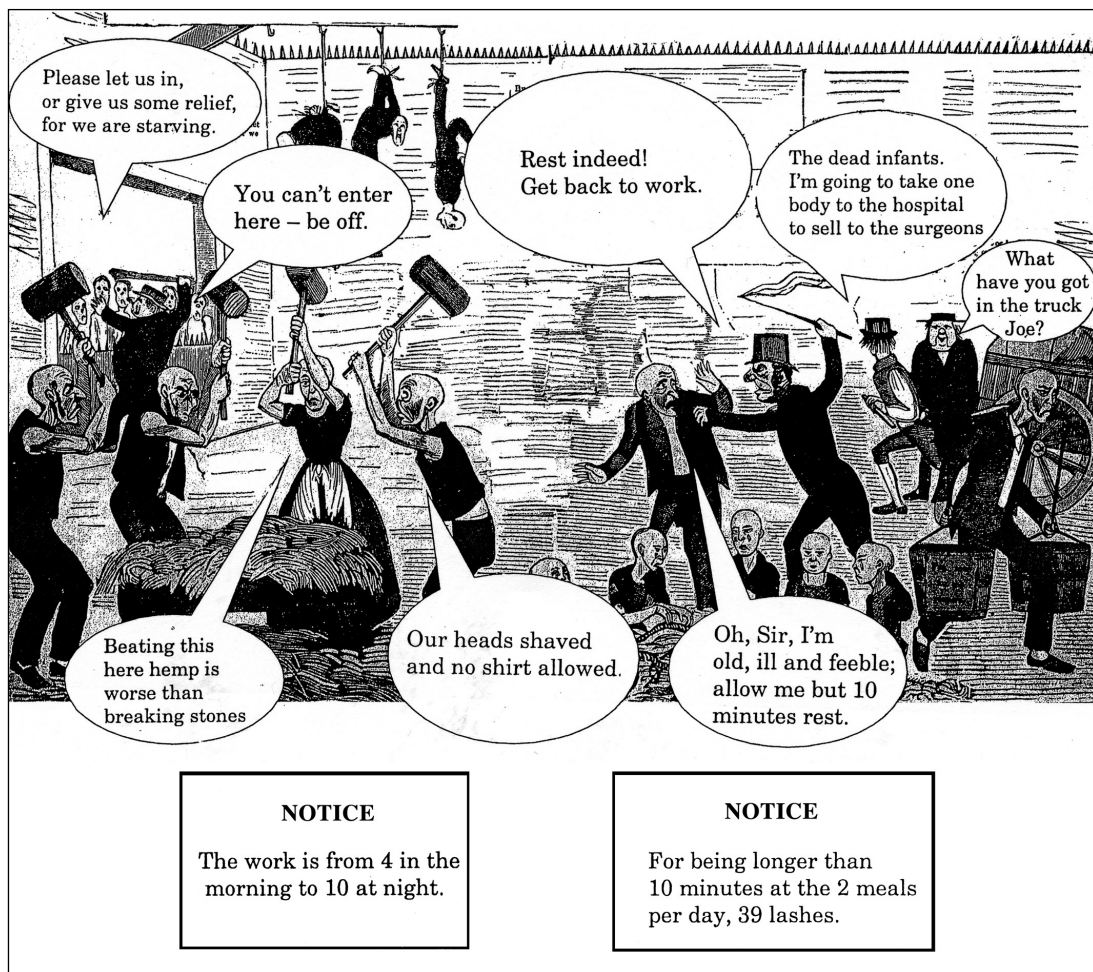
### (b) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that the critics of the New Poor Law were successful in their opposition to the New Poor Law of 1834. [40]

[Total: 60 marks]

## Opposition to the New Poor Law

**Source A:** This poster, widely used, claims to show an interior view of an English workhouse under the New Poor Law Act.



*Poster published in 1837*

**Source B:** The Secretary of the New Poor Law Commissioners, who drew up the 1834 Report, writes to the Poor Law Guardians of St Luke's workhouse in Chelsea, London, criticising their administration of the 1834 Act.

The Assistant Commissioner found the workhouse in a very unsatisfactory state. There was, throughout, a lack of order, cleanliness and ventilation. Unnecessarily large fires were kept up in the female wards. Some of the paupers were in their own clothes. There was smoking in both bedrooms and day rooms, highly objectionable. Extra articles of food are freely admitted into the workhouse. A set diet should be prescribed for the inmates.

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*Edwin Chadwick, letter, 1843*

**Source C:** Orders from the Poor Law Commission to local Guardians show that policy changed under the 1834 Act.

- (i) It is advisable to issue to certain Unions in the North an Order laying down an outdoor labour test for able-bodied males. The workhouse is the most effective remedy, but where the Guardians have not provided adequate accommodation, or where large numbers of able-bodied persons are suddenly thrown out of manufacturing employment, the Commissioners may order conditions for outdoor relief – half is to be in food and clothing, and work is to be set by the Guardians.

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*Outdoor Labour Test Order, 1842*

- (ii) Every able-bodied person requiring relief from any Parish within any Union shall be relieved wholly in the workhouse, with their family if not in employment, except where such a person shall need relief because of sickness or accident.

*Outdoor Relief Prohibitory Order, 1844*

**Source D:** An Assistant Poor Law Commissioner, appointed in 1835 with responsibility for Wales and the West Midlands, writes to the Central Commissioners resigning his post and complaining of the difficulties he has encountered.

The local Guardians were disgusted at the interferences of the Commission because they thought they were being dictated to. In South Wales the workhouses were scarcely built when the Prohibitory Order banning outdoor relief to able-bodied men was instantly issued. This single step allowed no breathing time for wages to adjust. The people refused to accept it, evaded it, and the abuse of medical certificates made the Order useless. Your administration is unsatisfactory as you have been unable to suggest a remedy.

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*William Day, letter to the Poor Law Commissioners, 1844*

### Italian Unification 1848–70

Study the four Sources on Garibaldi's Invasion of Sicily 1860, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

#### 3 (a) Study Sources A and B

Compare these Sources as evidence for Garibaldi's role in the military campaigns in Sicily in 1860. [20]

#### (b) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that Garibaldi's expedition of 1860 was intended to achieve the freedom of Sicily rather than the unification of Italy. [40]

[Total: 60 marks]

### Garibaldi's Invasion of Sicily 1860

**Source A:** One of Garibaldi's men recalls how they were received in the days immediately after landing at Marsala and the battle of Calatafimi at which the Neapolitans were defeated.

*May 14:* The people believe Garibaldi is a god. The General has assumed the dictatorship of Sicily in the name of Italy and Victor Emmanuel.

*May 16:* At Calatafimi we came under a hail of bullets. I saw Garibaldi on foot with his sword over his right shoulder. Our men were falling all round him but he pressed ahead. I guessed that the General did not believe we could win and he was seeking his death on the battlefield. Then, one of our guns thundered above. 'Forward! Forward!' was the cry, as though it were the voice of our country in danger. 5

*G. C. Abba, The Diary of One of Garibaldi's Thousand, 1860*

Source B: An English cartoon comments on Garibaldi's campaign in Sicily. On his shield are the words 'Garibaldi to the Rescue'. On the belt of the female figure is the word 'Sicily'. Round the waist of the third figure are the words 'Bomba Jun' (ior) representing Francis II, King of the Two Sicilies.



Punch, 16 June 1860

Source C: The Prime Minister of Piedmont explains his understanding of Garibaldi's intentions to his ambassador in Paris.

Garibaldi is planning the wildest schemes. He remains devoted to King Victor Emmanuel and he feels it is his duty to unite Italy, stage by stage, before turning her over to the King. He is retaining control of Sicily for he wants to keep the powers of a dictator that he has there to raise an army to conquer first Naples, then Rome, and in the end Venice. Some people even say that in private conversation he does not conceal his intention of taking Nice back from France.

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Cavour, letter to Nigra, 12 July 1860

Source D: A modern historian assesses the motives of Sicilians in the revolution of 1860.

For the peasants, Garibaldi.....

**An extract has been removed due to third party copyright restrictions**

An extract from 'A Concise History of Italy' by C. Duggan. ISBN: 978-0521402859

.....even the wildest dreams.

C. Duggan, A Concise History of Italy, 1984

## The Origins of the American Civil War 1848–61

Study the four Sources on The Consequences of John Brown's Raid, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

**4 (a)** Study Sources A and D

Compare these Sources as evidence for opinions on the raid on Harper's Ferry in 1859. [20]

**(b)** Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that, despite its failure, the main effect of John Brown's Raid was to reinforce anti-slavery feeling in the North. [40]

[Total: 60 marks]

### The Consequences of John Brown's Raid

**Source A:** Two weeks after John Brown's attack on Harper's Ferry, a Southern newspaper draws conclusions from the episode.

Although Brown's effort at an insurrection has been silly and a failure, developments are rapidly showing that there was a widespread scheme by which slavery was to be overthrown in the South with the aid of military force from the North. The great source of the evil is that we are under one government with the North. If we had a separate government of our own, the police and military would be under our control. As it is, the 'irrepressible conflict' predicted by the Republican Senator William Seward will go on, until one of two things shall take place – the Union shall be dissolved, or slavery shall be abolished. The experience of the last twenty-five years shows that there is no peace for the South in the Union. The South must control her own destinies, or perish.

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*Charleston Mercury, 1 November 1859*

**Source B:** The day before Brown's execution, an editorial in a Northern anti-slavery newspaper expresses fears about its probable effect on opinion in the North.

We regret that Governor Wise of Virginia persists in his determination to hang John Brown for the insane raid at Harper's Ferry. Neither the dignity nor the safety of Virginia requires any such action. Instead of being remembered as imprisoned criminals, John Brown and his associates will be regarded as martyrs. Hatred of slavery will become the predominant emotion in the breasts of millions in the North. Until now there has been little sympathy in the North with those who seek to provoke the South into such foolish executions.

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*Albany Evening Journal, 1 December 1859*



**Source C:** On the morning of his execution, John Brown records his last message on a scrap of paper. His purpose was to appeal to Northern opinion.

I John Brown am now quite certain that the crimes of this guilty land will never be purged but with blood. I used to think it might be done without very much bloodshed.

*John Brown, note written 2 December 1859*

**Source D:** Two months after Brown's execution, Lincoln delivers a major speech in the North.

You accuse us of stirring up insurrections among your slaves. We deny it; and what is your proof? Harper's Ferry! John Brown! John Brown was no Republican; and you have failed to implicate a single Republican in his Harper's Ferry enterprise. John Brown's effort was not a slave insurrection. It was an attempt by white men to get up a revolt among slaves, in which the slaves refused to participate. The Raid was so absurd that even the slaves, with all their ignorance, saw plainly enough it could not succeed. What good would it do you if you could, by the use of John Brown, break up the Republican organization? There is a judgement and a feeling against slavery in this nation. You cannot destroy that feeling by breaking up the party which opposes slavery. 20  
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*Abraham Lincoln, speech in New York, 27 February 1860*

### The Irish Question in the Age of Parnell 1877–93

Study the four Sources on Gladstone's Irish Policies 1880–86, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

**5 (a)** Study Sources A and C

Compare these Sources as evidence for the success of government policies in Ireland in the early 1880s. [20]

**(b)** Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that Gladstone's attempts to pacify Ireland from 1880 to 1886 had widespread Irish support. [40]

[Total: 60 marks]

### Gladstone's Irish Policies 1880–86

**Source A:** Gladstone's friend and colleague, and Irish Secretary in 1886 and 1892–95, expresses admiration for the long-term results of the Land Act of 1881, but doubts whether it brought immediate popularity for Gladstone's government.

After coercion came a land bill, and here Mr Gladstone displayed all his skill and power. The cruel winter of 1880–81 had made a great difference to his views about land reform and the 'three Fs' became the main part of the bill. There was angry criticism from the English Conservatives, and little more than cold approval from the Irish Nationalists. However, it freed the Irish tenants and was a great law, with long lasting social effects; it deserves to be in the highest place in Mr Gladstone's achievements. In the short term, neither the Coercion Act nor the Land Act worked miracles. Parnell was determined to show that they had failed.

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*John Morley, Life of William Ewart Gladstone, 1903*

Source B: An English cartoon shows Ireland as a young single woman (Hibernia) between a figure representing the Land League and a figure representing Gladstone. She is rejecting the violence and terrorism of the Land League, with its explosive dynamite, and turning to Gladstone, attracted by his Land Act.



Punch, August 1881

Source C: In a speech in County Wicklow prior to the general election of November 1885, Parnell is critical of British policy and urges Home Rule.

Ireland has become intensely disloyal and intensely discontented. Despite the Liberal policy of so called 'conciliation' (that is to say, alternating coercion and reforming measures such as the Land Act), that feeling of discontent has increased, deepened and intensified from day to day [ cheers ]. It is admitted that the present system can't go on. My advice to English statesmen is – trust the Irish people altogether, or trust them not at all. Give our people the power to legislate upon all their domestic concerns.

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C. S. Parnell, speech, October 1885

Source D: A modern historian offers a very favourable view of Gladstone's Irish policy.

Gladstone fulfilled Irish expectations.....

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An extract from 'The Course of Irish History' by T. W. Moody. ISBN:978-1589790025

.....admiration of Irishmen everywhere.

\*['peasant proprietorship' = peasants owning their own land]

T. W. Moody, The Course of Irish History, 1967

### England in a New Century 1900–18

Study the four Sources on Poverty and Social Welfare, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

#### 6 (a) Study Sources A and D

Compare these Sources as evidence for views on the nature of poverty in England during the period from 1903 to 1910. [40]

#### (b) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that the need to promote national efficiency was the **main** reason for the measures and proposals to tackle poverty from 1900 to 1914. [40]

[Total: 60 marks]

### Poverty and Social Welfare

**Source A:** A social investigator, having identified a connection between social class and poverty, suggests how the Government should deal with the problem of unemployment. He is concerned with the bottom classes in Society (Classes A to D).

The poor are 30.7% of the population. I believe that putting the workers of Classes A and B (the bottom 8% of society) under state control would eventually reduce poverty for the 22.3% in Classes C and D who are capable of bettering themselves. Class A, the lazy and semi-criminal, should be policed, or helped through private charity. Class B, the casual, low-paid workers, should be put into State-run Labour Colonies. Controlling the lives of a few workers would enable us to avoid interfering with the rest. Critics might see my proposals as a socialist extension of the Poor Law. However, in taking charge of the lives of the incapable, a limited socialism would save the country from serious danger. The individualist system will survive far better in a society cleansed of those who cannot stand alone.

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*Charles Booth, Life and Labour of the People of London, finally published in 1903*

**Source B:** The President of the Board of Trade urges the Prime Minister to adopt social reform.

The need for government action is urgent. Germany has managed to establish tolerable basic conditions for her people. We have two years to apply Germany's successful example to our country. An expenditure of under ten million pounds a year, not on poor relief, but on new social systems, would greatly help England's poor. Let us introduce labour exchanges, health and unemployment insurance, a modernised poor law, and compulsory education until seventeen. These policies would not only benefit the state, but also strengthen our Liberal party because the sufferings of the poor this winter show how necessary these measures are.

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*Winston Churchill, letter to Herbert Asquith, December 1908*

**Source C:** The Chancellor of the Exchequer comments on the Government's introduction of old age pensions, and looks forward to further social reform.

It was hard that an old workman should have to find his way to the grave, bleeding and footsore through the brambles and thorns of poverty. Now, we have cut a new path for the workers: an easier road through fields of waving corn. We intend to raise money to pay for this new road. Indeed, we will widen it, so that two hundred thousand paupers will be able to join the march to a comfortable old age.

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*David Lloyd George, a speech at Limehouse, July 1909*

**Source D:** The Webbs, socialist Fabians and members of the Royal Commission on the Poor Law of 1905–09, defend their Minority Report on the operation of the Poor Law against the findings of the Majority Report.

Many people still point to individual defects of character as a major cause of poverty. However, the investigations of the Royal Commission indicate that 90% of all paupers arrive along one of three roads – the road of Neglected Childhood, the road of Sickness and Feeble-mindedness, and the road of Unemployment. The proposals of the Majority Report (supporting a continuation of the existing Poor Law) would wait until destitution had set in. By then, it would be too late to prevent or cure.

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*Sidney and Beatrice Webb, English Poor Law Policy, 1910*

### Nazi Germany 1933–45

Study the four Sources on Changes in Society and Nazi Youth Movements, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

#### 7 (a) Study Sources A and C

Compare these Sources as evidence for the popularity of Nazi Youth movements during the 1930s. [20]

#### (b) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that Nazi Youth movements played the **major** role in creating the National Community (*volksgemeinschaft*). [40]

[Total: 60 marks]

### Changes in Society and Nazi Youth Movements

**Source A:** A report of the Socialist Party in exile (SOPADE) comments on support for Nazi Youth movements.

Youth is still in favour of the system: the novelty, drill, uniform, camping, all that is marvellous. A great time without any danger. Many believe they will find job opportunities through the persecution of Jews and Marxists. For the first time, youth from the small farms and young factory workers join in transforming society. Belonging to this National Community (*volksgemeinschaft*) is better than being in a revolutionary lower class. Parents experience all this, too. Young people thus follow the instruction of the Nazi youth movements and demand from their parents that they become good Nazis and give up Marxism and dealings with Jews. 5

*SOPADE report, 1934*

**Source B:** A vow taken by members of the Hitler Youth.

You, Führer, are our commander!  
 We stand in your name. 10  
 The Reich is the object of our struggle  
 It is the beginning and the Amen.  
 Your word is the heartbeat of our deeds,  
 Your faith builds cathedrals for us.  
 And even when death reaps the last harvest 15  
 The crown of the Reich never falls.  
 We are ready, your silent spell  
 Welds our ranks like iron,  
 Like a chain, man beside man,  
 Into a wall of loyalty round you. 20

*A Nazi poem, 1935*

Source C: A Hitler Youth leader reflects, much later, on his experiences in the 1930s.

What I liked was.....

**An extract has been removed due to third party copyright restrictions**

Details:

An extract from 'Youth in the Third Reich' by A. Klonne.

.....with people's private lives.

A. Klonne, Youth in the Third Reich, 1980

Source D: A modern historian evaluates the reasons why Nazi Youth movements were supported.

There were all sorts. . . .

**An extract has been removed due to third party copyright restrictions**

An extract from 'Resistance and Conformity in the Third Reich' by M. Housden

.....was less than complete.

M. Housden, Resistance and Conformity in the Third Reich, 1997

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