

History

Advanced GCE **A2 7835**

Advanced Subsidiary GCE **AS 3835**

Report on the Units

January 2007

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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 reports on the Examinations provide 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.

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Chief Examiner's Report

**AS HISTORY [3835]
A2 HISTORY [7835]**

General Comments

This Report can be read in conjunction with the Mark Schemes and Centres are encouraged to discuss the Report with their candidates. The sections on individual Units comment only on questions to which there were a sufficient number of answers on which to base general conclusions but it will be helpful to read sections on Study Topics that have not been taught because generally relevant points are made about most questions.

History has continued to grow as a subject in OCR with new Centres entering candidates every session. There was an increase of 23% of A Level candidates from 2001 to 2005. Growth continued in this session. For example, there were entries from 24 new Centres in Units 2583 and 2584. Some of these were individual candidates who might have moved from another Centre but most were medium-sized or large Centres. Units 2590 and 2591 also saw a significant increase. Another encouraging feature is the proportion of OCR candidates who continue from AS to A Level; this was more than 90% in 2004 and 2005 and just below this in 2003. This would point to the success of Centres in teaching OCR's History at AS Level and to candidates' confidence in attempting A Level.

The mean marks in most of the twelve Units that were assessed were very similar to those in previous January sessions. The proportion of candidates who achieve the various grades was also similar to that of previous January assessments.

In the summer of 2006, the Research Unit investigated comparative results between different combinations of options within Units. It was reassuring that the findings confirmed what senior examiners had maintained, that there are no significant differences. Higher, or lower, marks do not depend on the choice of Study Topics. All of them produce approximately the same patterns of results.

By the time of the Award meeting, five complaints about questions had been received from Centres (Unit 2581 - 1 complaint; 2582 -1 complaint; 2586 -1 complaint, 2589 -2 complaints). In spite of the small number, each complaint and the results of all candidates who had attempted the relevant questions were reviewed. It was concluded that candidates had not been disadvantaged.

Centres clearly pay attention to the need for candidates to answer the questions that are set and encourage candidates to include only relevant material. This advice is not always heeded by candidates but the process can be aided by writing a brief plan to focus attention and to make links. Examiners cannot reward material that is outside the terms of the question that is set and many candidates are awarded marks in the middle rather than in the higher mark bands because they do not do what the questions ask; this is a more common weakness than lack of knowledge, although lack of knowledge is a feature of weak answers.

In Units 2580, 2581 and 2582 (AS Document Studies), the emphasis in part (a) is on the comparison of two sources as evidence. Good candidates focus on the necessary comparison or contrast whereas more limited responses are often sequential summaries. High marks in (b) require all four sources to be used along with candidates' own knowledge. The better answers try to group the sources according to the extent to which they agree or disagree, rather than tackling them sequentially. In good answers, own knowledge is integrated in the argument rather than appearing as a separate section. Examiners look for a broad balance between the explanation of the sources and own knowledge.

Report on the Units Taken in January 2007

The Period Studies (Units 2583, 2584, 2585 and 2586) are essay-based and credit is given for the combination of knowledge, argument and structure that is characteristic of good essays. This can represent a major change from GCSE requirements. Candidates need to practise this more extended writing with its structured and organised answers. They should be reminded of the need to pay attention to instructions such as 'How far do you agree that..?' or 'Assess the importance of...'. The former sort of question is best answered when candidates explain and consider the stated factor and deal with other relevant issues, putting them in some order of importance. The latter produces the highest marks when candidates do more than write a list of factors and try to judge their relative importance.

At A2, the key quality that examiners look for in Units 2587-2589 (Historical Investigations) is the ability to understand different historical interpretations and to come to a personal judgement. Historical interpretation allows for, but does not necessarily require, knowledge of particular historians' views. The essay questions need candidates to combine their own knowledge and understanding of topics with a consideration of how the topics can be interpreted. The most frequent discriminator in Units 2590 and 2591 (Themes in History) is candidates' ability to deal with an extended period, usually a hundred years or more. This is more important than detailed knowledge of many developments, which would be an unreasonable expectation when candidates have to study extended topics. However, candidates must demonstrate an adequate knowledge of key developments within their selected topic.

The very large majority of Centres carried out the necessary administrative tasks efficiently although there were a few problems. Invigilators and Examination Officers are asked to ensure that candidates enter correctly on their scripts their Centre and candidate numbers, the Unit number and the number of each question(s) that is/are attempted. The most frequent errors are wrong Candidate Numbers and Unit numbers. Attendance Registers should be checked and signed. Problems are not widespread but they can cause delay and confusion when scripts are marked and the compliance of Centres with these basic requirements is appreciated.

The new GCE History specification, to be taught from September 2008, is now in the process of being approved. If Centres wish to have further information on the new specification, they are advised to use regularly the two following websites: OCR's Home Page website: www.ocr.org.uk and the History Page www.ocr.org.uk/develop/history/historya. OCR will offer a programme of training to introduce Centres to the new specification once it is approved.

Centres are encouraged to join OCR's History's e-Community, a facility which allows virtual networks of subject specialists to share their knowledge, views and ideas. OCR has always been committed to providing high quality support for its qualifications. History's e-Community allows teachers of these qualifications to share their knowledge, views and ideas. It brings together those working with History A Level, and allows them to discuss issues relating to their qualification. The web address is <http://community.ocr.org.uk/community/history-a/home>

Many of OCR's published documents are also immediately made available on OCR's website: www.ocr.org.uk For all materials produced for AS/A2 History, see the section of the website devote to the Specification: www.ocr.org.uk/develop/history/historya. Here can be found, among other documents, all Notices to Centres about 3835/7835 History, the annual OCR-set titles for Units 2592-2593, the Coursework Administration Pack and volumes of the Teacher Support Notes. When the Resources Lists are updated every other year, these too will be placed here for teachers to download.

OCR welcomes applications from teachers and other qualified people for appointment as examiners. Most find the experience interesting and satisfying, probably the reasons why the History group of examiners is very stable. New examiners are given training and smaller allocations of scripts to mark. They are guided by Team Leaders and other senior examiners. Marking takes about a month in January and in the summer, usually in June, although the smaller entry in January means that fewer examiners are needed in that session. Please contact OCR if you are interested.

Units 2580 – 2582: Document Studies 871 – 1945

General Comments

The total candidature for the January entry remains consistent at 6606, the standard and quality of work being much as in previous January examinations. Fewer high marks were seen, especially on 2582, with very few gaining over 50. Similarly at the bottom there were few who fell below 25. There was a lot of bunching in Bands III and IV. A consistent performance across the two questions was lacking in many responses. An all too typical response was a Band II or high Band III on part (a), a low B III or B IV performances on part (b). This certainly contributed to the bunching mentioned above. The January entry, certainly in 2581 and 2582, tends to be weaker than in June. This is likely to be the result of premature entry and it is considered inadvisable for Centres to enter candidates for first time entry in January. However, 2580 and 2581 performed reasonably well in this middle and lower top end. The large entry for 2582 (4895) was considerably weaker but did manage some sound work.

Few candidates misused their time, although a few just failed to finish leaving their final judgements and conclusion in mid air. A small minority compare the wrong sources but there were some instances of candidates comparing all four sources in part (a). Punctuation and grammar was generally felt to be better, although conceptual grasp could be very weak, particularly on the popular topics (Crusades, the German Reformation, the Civil War, the American Civil War, the Condition of England and the Nazis). It would also be helpful if teachers could remind candidates to fill in the front page with their required details, especially the number of the question attempted and leave a space between their answer to (a) and (b) to allow examiners room to comment.

The attention of Centres, especially new ones, is drawn to previous reports, both in January but especially June, where detailed help and advice on how to approach the Documentary paper are given. The summer reports for 2004, 2005 and 2006 are particularly useful. What follows merely reiterates what has been said many times before and deals with those problems commented on by examiners this January.

Sub Question (a)

Our general impression was of continual improvement here. Certainly the extra time available for the paper, given for the first time last summer, seems to be used here rather than as intended, on (b). Many candidates tend to indulge in too much own knowledge, diverting from the focussed comparison required. Own knowledge is required in (a) **only** to provide a secure conceptual base for the comparative issues raised (both of content and provenance). Nonetheless it is worth stressing again the key weaknesses that continue to haunt this question:

- Our old enemy **sequencing** remains prevalent among weaker candidates. Even good middling candidates can indulge in it before comparing in the second half, or in a belatedly lengthy third and final paragraph. More candidates seem to think that it is sufficient to make just a couple of points from the two sources set alongside each other. It is the examiner who has then to do the thinking and comparing. An implicit comparison invites a Band V.
- **Provenance** is an issue which candidates now know they have to comment on but many do not realise **why**. The function is to explain a similarity or difference and to provide material for a judgement as evidence for a particular issue. Most candidates deal with content first (although medievalists and some early modernists are prone to ignore this completely as they tackle the 'list' of the qualities of provenance in Band I with misplaced rigour). The provenance appears as a 'bolt on', in isolation. It is not used to reach a **judgement** about the sources as evidence for the issue raised in the question. The requirement to 'assess the sources as evidence for...' is thus ignored. If this happens

it is difficult to go beyond Band III. Often quite good candidates will also tend to state the provenance given in the introduction without any attempt to **use** it. Listing authors and dates does **not** count as provenance.

- **The focus of the question** is often missed as candidates immediately start comparing content and provenance generally and forget they are comparing two sources as evidence **for a particular issue**. We have advised the use of a highlighter in the exam to emphasise the final issue in the question as a way of reminding candidates of the question's focus. All too often sources may be compared but not as evidence for Alfred's concern for his people's welfare (Q1, 2580) or for division between King and Parliament in 1642 (Q4, 2581), or for the popularity of the Hitler Youth (Q7, 2582). The result is to confine answers to Band III at best. A closer reading of the question would have led to a higher band. Some Centres seem to have encouraged candidates to answer (a) in similar style to (b) eg 'Using A and C and own knowledge, how popular was the Hitler Youth?' This rarely allowed a valid focus on the sources as evidence or in comparison.
- As candidates realise the need to comment on provenance there has been an increase in **stock evaluation**, often entirely divorced from the issue in question or the context. We are in the realms of assumption re value (primary, secondary etc) and candidates are soon far removed from the question itself. Effective provenance will tend to arise from linking the issues connected with useful and reliable evidence with the content and context. Divorcing the two removes the validity of provenance.
- As candidates improve on (a) they often try to use appropriate scaffolding but, taken too far, this can become **formulaic** and mechanical. This takes a variety of forms – content, then provenance, then judgement; going through the qualities listed in Band I (and ignoring content); basing everything around 'authenticity' without really understanding what it means. All become a means of diverting from the question.
- **Too much own knowledge**. This is not required but now we frequently see a long introduction to a topic which diverts the candidate from the question.
- The need to **compare what is there**. Examiners were struck by candidates who contrasted totally different things in some of their answers. They lacked reference to the issues raised by the question around which to compare and contrast.

Sub-question (b)

Despite being a more demanding exercise, candidates do not spend enough time on this part. Many answers were little longer than one and a half pages, own knowledge was basic and the sources were misunderstood, used only superficially and referentially. Many candidates seemed unaware that they needed to evaluate the sources, thus preventing any chance of the top bands. On the plus side, many candidates wrote relevantly and there were some signs that advice is being taken but often in too mechanistic a manner. Thus candidates attempted grouping and tried to avoid an A, B, C and D sequenced approach with bolt-on knowledge but did not seem to know why they were doing this. They rapidly reverted to referencing sources and did not develop why they had originally placed sources B and D together. As a result many candidates bunched in Band III and IV. Candidates should argue a case based around the use and evaluation of given sources using knowledge to confirm or question the status of the comments and the assertions in these sources and to identify the limitations of the sources by advancing alternative arguments not covered by them. The following weaknesses recurred in this session:

- The **knowledge** base of candidates, especially in 2580 and 2581, can be impressive but it can become a substitute for the sources, especially amongst the potentially more able. For most it remains a weak base, although more are aware it should not be in a separate bolt-on section. It tends to be used to provide a balance but should also be used to evaluate the sources.

- **Referencing** of sources remains a key problem and confines candidates to Band III and below. Some candidates seem to think that source evaluation can be done separately at the end, usually in a **stock manner** and completely unrelated to the question. It has become the **new 'bolt-on'**. A source evaluation is required to enable a judgement on the quality of the information to be made and the question answered. It needs to be dealt with briefly.
- **Clear structure, argument and judgement** are improving and, although many lose their way, there is usually a return to such focus at the end.
- **Grouping**, intended to facilitate evaluation and interpretation, has become, for some, another half-understood mechanistic formula. There is a nod in its direction then a reversion to traditional faults.
- Too many are still **careless in their reading of the sources**. Often content with just one point per source, they miss much ('comment not sustained') not least the differing interpretations that can arise from that source. The **sources are central** to the question. It is their view that candidates are asked to assess.
- Many candidates continue to approach the sources via **sequencing** (A, B, C, D). This impedes grouping according to 'view' and prevents evaluation, linking and cross referencing; all of which are crucial to the higher bands. When candidates try to avoid this they either use the sources for brief quotations to illustrate an argument instead of deriving the argument from analysis of the sources or they become over-dependent on own knowledge.
- Candidates continue to experience difficulty in evaluating the **view of a historian**. Much 'stock' comment is seen. The key here is to evaluate the view itself (is it economic, political, religious etc.?).

Comments on Individual Questions

Unit 2580: Document Studies 871 - 1099

44 Centres entered 305 candidates. Most were entering small numbers although 7 entered with 10 plus. There were no complaints about any of the questions. All three were attempted, the least popular being the Normans, the most popular being the Crusades. A higher standard than the other two units were seen. It is very gratifying that Medieval History produces such good results.

1 The Reign of Alfred the Great 871 – 899

- (a) Answers to this were rather mixed. Successful ones focussed firmly on Alfred's concern for his people's welfare and contextually were able to demonstrate what this might mean in the 9th century. They understood the different audiences of A and C (churchmen in A, a commentary on justice for the poor in C). Other candidates simply did not understand what the question was getting at, especially Asser's claims on the king's behalf. The legal, moral and political implications of the question were missed. Effective commentary was seen on Asser, but many were less secure on Alfred. Weaker candidates made simplistic observations about reliability (if it was written by Alfred it must be reliable).
- (b) This was better handled but 'motivated **primarily**' in the question was underplayed. The term, or its equivalent, was common to all the (b) questions on 2580. Those candidates who were able to use the term effectively were placed in Bands I and II. Weaker candidates were over-reliant on Source D. Middling candidates tended to steer clear of 'D', an important corrective to the question's religious assertion. Some assumed source B and C were religious, rather destroying their attempts at grouping. A minority dismissed religion and the sources and wrote at length and largely irrelevantly on the threats from the Vikings.

2 The Normans in England 1066 – 87

- (a) The two questions here produced the worst answers of the 3 medieval options. In (a) many candidates missed the question's key issue – Domesday Book as a record of change. The sources were compared generally. A surprising number failed to appreciate that Source C was the Domesday Book itself and few could see in it the point about legalising land changes (and securing royal land). Several, faced with 'purposes' off-loaded much own knowledge in essay style, missing the comparison provided by the two sources.
- (b) Candidates seemed to struggle with 'military needs', both in terms of using and evaluating the sources and with own knowledge (threats of Scandinavian invasion and the Oath of Salisbury). The military evidence suggested by C and especially D was commonly missed, making answers very unbalanced. Candidates frequently asserted that the only source evidence for military needs was Source B (60,000 knights), missing that it gave pride of place to 'dues' owed (Domesday as a possible geld book) and could be linked to Source A. Barlow in D was not evaluated in terms of a 'view' offered.

3 The First Crusade and its Origins 1073 – 99

This question worked well and candidates tackled it reasonably, although one examiner was a little shocked by the reference to Source D – "as Sir Steve puts it" and was amused to learn that the crusaders arrived at Jerusalem in "drips and drabs".

- (a) This question required a tight focus on the issue of the Turkish threat in 1098. Weaker candidates compared A and B generally, missing the impact of Kerbuqa's threat in A and his response to the capture of Antioch in B. Most picked up on the double-edged nature of Kerbuqa's character and its impact revealed in B. Surprisingly little was made of the differences in dates and authorship. There was some rather stock evaluation of Ibn-al-Athir (dismissed as not there and blamed for taking the perspective of the enemy!).
- (b) This proved accessible. Knowledge of the background and of actual events was very good and was, at times, in excess of what was required leading to an imbalance away from source evaluation itself. Weaker candidates had some difficulty with the double aspect of the question which required a comparison of the seriousness of respective divisions in the Muslim and Christian camp which then had to be set alongside other factors in success. Weaker candidates faced difficulties in prioritising ('mainly because...'). There was some very stock evaluation of all four sources, sometimes bolted on without any reference to their contribution to the question.

Unit 2581: Document Studies 1450 - 1693

193 Centres entered 1406 candidates. 43 centres entered 10 or more candidates. All questions were attempted with most answering Q2 (the German Reformation) and Q3 (Mid-Tudor Crises). Q5 (Louis XIV) attracted the least numbers. Generally a high standard was reached, almost as good as 2580, although the middle was less represented than is usual. It could be that those retaking were largely at the top end and those entering for the first time bunched towards the bottom. It was pleasing to see such a large number gaining marks in the 40s although fewer make it into the 50s. One complaint was received on Q1(a) (the War of the Roses).

1 The Wars of the Roses 1450 – 85

The question discriminated well.

- (a) Most answers recognised that the two sources demonstrated a complete change in relations between Edward and Warwick. Weaker candidates failed to take sufficient note of the dates and some had difficulty in interpreting source A. Its introduction pointed out that it was only a small selection of the grants given to the Nevilles and those mentioned were generous, so candidates should have realised that 'seized by the king' did not mean seized from Warwick and the Nevilles. When evaluating Source C some fell into the frequent trap of inputting bias on the basis of limited evidence – in this case the proximity of Coventry to Warwick – without reading the text carefully to find signs of such bias. The text is descriptive and factual, the provenance better used to indicate that it is likely to be well informed (instead of reaching for the label 'biased'). Only better candidates noted the most obvious limitations of the sources – that they provide no explanation, of the change between 1465 and 1470. Those who supplied an explanation, most obviously the Woodville marriage or foreign policy issues, were rewarded for this.
- (b) Soundly answered by many but only the best made the most of the opportunities for cross referencing offered by the sources: the reference to John Neville in A and B, to Henry VI in B, C and D and to Edward's use of patronage in A and D. Comparatively few picked up the point in D that the loss of the throne in 1470 was only temporary. A number of weaker answers argued – bizarrely – that Source D was unreliable because it was not contemporary. A surprisingly large minority made little or no reference to the Woodville marriage, surely the most obvious own knowledge to be added to the sources, (and there was a reference to this in D). The main weakness overall was lack of evaluation of the sources and the tendency to rephrase the question as 'to what extent do the sources support the view that Edward failed' etc. Miss Carpenter came in for much unwarranted criticism from those who dismiss historians out of hand – 'Source D was written in 1997 and so has the advantage of knowing what happened'; 'D cannot be trusted as it was written hundreds of years after the reign happened'.

2 The German Reformation 1517 – 30

This question did not, on the whole, provide the better responses found elsewhere. There were fewer effective answers and more misunderstandings and weaknesses on show.

- (a) Candidates struggled with this question. The majority of candidates ignored the words 'as evidence for reactions' to unrest in the question, and many of those who did attempt to relate their answers to this instruction struggled to do so effectively. Consequently rather more answers than usual were sequential and those that attempted a comparative approach often ended with unfocussed comparison of content or provenance or, more frequently, diverted into (b), comparing the sources as evidence for the causes of disorder. It was a good example, alas, of candidates not reading the question properly. The sources provide evidence of reactions to unrest: Source A provides a Catholic reaction, from hindsight, that Luther was to blame for stirring up unrest, whilst Source C describes the varying reactions of those caught up in the Peasants' War (violence, iconoclasm, repression by 'the authorities'). However, this proved too sophisticated an approach for many. A simple point that eluded others when discussing 'A' was as follows:

"The reactions to unrest can be seen in a variety of ways. Source A shows how people, especially Catholics, were determined to blame all the social upheaval on Luther, proving that his teachings could not be right if they led to violence. Even in 1549, long after this period, they wanted to reveal his faults."

Several candidates struggled with 'pikemen' and talked of their 'reaction'. Several, in a misplaced moment of inspiration, linked them to the river mentioned in Source C and talked of the reaction of anglers.

- (b) This was more approachable for most but Sources C and D were not handled as effectively as A and B. Many candidates failed to make the link between the spread of Lutheranism and references in Source C to attacks on a priest and on churches. Such a link would have strengthened answers which distinguished between Luther's own views and the way they were interpreted – the most commonly successful approach adopted. Many were uncertain how to incorporate Source D into their answers and a fair number misinterpreted it as being about the Princes rather than the Imperial Cities. A significant number of responses used their own knowledge for disproportionate discussion of the events of 1517 – 21, (religious disorder) despite the clear focus in the sources on social disorder. Very few attempted to balance their arguments with a consideration of economic or social causes (attacking castles in Source B and C or merchant greed in A) or picked up on Luther's accusation that the religious radicals (Muntzer) were to blame.

3 Mid-Tudor Crises 1540 – 58

- (a) Answers to this were mixed. Many candidates denied themselves access to Bands I and II by not focussing on the requirement to compare the sources 'as evidence for...' Again many ignored the question (problems). It was not sufficient to compare the content of the Sources at face value, eg contrasting remarks about prayers for the dead. It was necessary to consider what problems led Hooper to issue the Injunctions in order to interpret Source B relevantly. Only the more able candidates understood this. Even some of the better ones failed to note that Hooper also perceived radical Protestantism to be a problem. Only a minority was thorough in considering the evidence of both sources to compare 'problems'. Some noted that Source A mentioned the English Bible, but B did not. Merely to state this adds nothing to an argument over the evidence for problems. To note that the Western rebels see it as a threat to traditional religion is significant. Very few picked up on the reference to Anabaptists in B, or made the deduction that the mention of prayers for the dead by Hooper suggests these were still being observed. Again the obvious was often ignored – Source A show that some subjects took up arms against government policy. Weaker candidates had little idea of the role of a Bishop and therefore struggled with Hooper. He was also seen by some as advocating a 'middle way' between Catholics and Protestants. This confused those who then tried to interpret the evidence around this. What follows is an example of an opening paragraph. Although inelegant it goes to the heart of the issue at once.

"Sources A and B agree that there were problems with religious changes 1547 – 53. This is shown in Source A by the demands of the rebels wishing for 'mass in Latin' and 'will not accept the new service'. Source B agrees there is religious opposition stating they must 'condemn' these real ideas. If something has to be opposed or 'condemned' then there are definite religious problems. Also if a rebellion is taking place there are significant religious problems."

- (b) There were many good answers here – it was probably the best answered part (b) on 2581. The most common judgement was that Edward VI's reign achieved a complete institutional reformation but did not win hearts and minds (to understand the distinction between these two ideas was what distinguished between a good and a weaker answer). Sources C and D were well handled with many noting the provenance of C made its reliability and slant suspect. Source B was less effectively interpreted for the same reasons as those noted in the comments on (a). Source A was correctly used to show opposition to the Edwardian reforms but only a minority

noted its limitations as evidence, ie that it concerns reactions in only one area of the county four years before the end of Edward's reign. This was a question where some candidates relied too heavily on own knowledge rather than source analysis in their answers. Although not necessary, some candidates even fitted Christopher Haigh into an historiographical context.

What follows is a Band I answer to (b)

"In Edward VI's reign he did manage to pass several laws that changed England to become a New Protestant state. The two Acts of Uniformity and the 42 Articles of faith helped in the complete protestant Reformation of England. However Edward was only Monarch for a very short period of time which meant that none of his changes went very deep. This is highlighted by the fact that all of his act's were later repealed by his sister Mary.

Source C by Sir John Cheke agrees with the statement that Edward VI's religious changes brought about a complete reformation. Cheke says that Edward VI has done more to make England protestant in a short time than many have done in "their adult life". He shows that Edward declared transubstantiation (a very Catholic idea) to be false. He also dispensed with four of the sacraments when he repealed his father's act on the Six Articles of Faith. This shows that Edward VI was bringing the country more into the new religion. Cheke goes on to show that Edward VI has got rid of most of the things to do with the catholic faith, like the worship of images, mass and the Latin prayer book. Cheke's letter is full of praise at what Edward VI has done, however it is written by Edward VI's former tutor and thus he could be playing up Edward VI's achievements as he wants it to be seen that he had taught Edward VI well.

Source B also agrees with the statement to an extent as it shows that the clergy are protestant and thus agree with the Reformation as the source is written by a bishop who is condemning the practices of catholics and teaching the clergy in Gloucester how to teach the protestant faith. This shows that there must have been some Reformation as the church is now protestant rather than catholic. However, it is written in 1552 which is only one year before Edward VI died. This is a little bit late in the reign to be still teaching the clergy on how to hold services and teach protestantism. It shows that there has not been a complete Protestant reformation. This is later proved by Mary's first act of Repeal in which all of Edwards VI religious changes are repealed easily, thus showing that his changes had not made much difference and that in his reign there must not have been a complete Protestant Reformation. Source B though does highlight the ways in which the church has been reformed.

Source A completely disagrees with the statement as it is the Articles of the Commoners who rebelled in 1549 because they did not agree to Edwards VI religious changes. This shows that there was not a complete Reformation as areas of the country were still not protestant. The further away from London and the centre of change to religion the less the people obeyed the changes to religion. Source A shows that the commoners in Cornwall and Devonshire were not protestant and that they had no wish to be. Thus there could not have been a complete protestant reformation.

However as it is an uprising by commoners very few of them would be able to write thus the priest would probably have written the Articles thus putting his grievances first which as they are far from London would be the changing of religion. The western or prayer book Rebellion was not just about the changing of the Religion and the introduction of Cranmers New English book of common prayer there was also social and economic unrest that played a part in the

uprising, though Source A clearly shows that the common people were against Protestantism. Although this was fairly early in Edward VI's reign as he became king in 1547 and the Western Rebellion did not happen till 1549, there is only two years difference thus by the end of Edward's reign the people in Cornwall and Devonshire could have conformed to the protestant faith thus making it a complete protestant Reformation.

Source D like source A disagrees with the statement and thinks that there was not a total reformation. Straight away the source shows that Edward VI's changes were insignificant when it says "limited achievements". Haigh shows that not the whole of England was Protestant, as he says they were in the 'minority'. He goes on to point out that people were not really reformed to the protestant faith they were just following orders and only 'grudgingly'. Haigh wrote this in 1993 thus giving the source more credibility as he has the powers of hindsight. However he was not there at the time and thus can not be sure about what people actually thought.

The sources are varied coming from commoners, the clergy, the higher ranks, the Nobles or gentry (source C) and from a Historian. This gives a wide range of views making it easier to assess the statement. Although Edward VI did make England protestant with his first act of uniformity and brought in other acts to make England more Protestant it was not a total Reformation as all his acts were repealed and he had only reigned for a short period of time."

4 The English Civil War 1637 – 49

- (a) Most candidates understood that Sources B and C give contrasting accounts of the same event. What distinguished the better answers was their realisation that the charges made by the two sides against each other were much the same. Indeed, each accused the other in the same words of threatening the liberties of the subject. Better answers also compared the language and tone of the two sources. A number of candidates were unclear about the Journal of the House of Lords, clearly mistaking it for a personal diary. Better candidates realised the sources were valuable as different interpretations of the same event. The very weak relapsed into so much quotation they almost wrote the sources out again. This is an example of a direct answer to the question asked which keeps the comparison of sources running throughout:

"Sources B and C clearly show division between King and Parliament; the fact that the King intends to 'arrest' members of Parliament is obvious evidence for this. But the sources differ in the reasons for this division because they contain the grievances of each party (B shows the King's view, C that of Parliament).

Source B is a record of what the King says as justification of his actions; he is acting due to the previous doings of certain MPs, which he considers 'Traitorously...tyrannical'. He considers these MPs to have 'undermine(d) people's loyalty to the King' the 'fundamental laws' of England through 'damaging rumours' and 'arbitrary' misuse of power in order to 'deprive the King of his regal power'. This rhetoric of 'undermining the rights' and 'liberties' of the people is also used by Glyn in his speech after the attempted arrests, but Parliament sees the King to be acting against 'liberty' using 'terror' to a similar effect that Charles believes them to be spreading 'damaging rumours' and creating a 'tyrannical power' for themselves. Parliament considers the King's actions to be 'against the privileges of Parliament' which implies that it is the King who is acting in a 'tyrannical' and 'arbitrary' manner even though these are from Source B, not C, as the King is using 'armed force'. Glyn was not alone as 'his views were shared'

therefore he represents Parliament in his speech. The division seems to have come from a struggle for 'power', Parliament seeing itself as upholding the 'fundamental liberties' of England whilst the King sees their actions against him as 'high treason'. Both believe themselves to be in the right and the sources show them to believe they are acting for the same reasons, defending the 'liberty' of the nation from the damage the other is inflicting."

- (b) The common weakness here was failure to devote sufficient attention to the Irish rebellion, which is the focus of this question and figures in Source A and D (indeed in D it is identified as the main cause of war). The other typical weakness was the failure to put Sources B and C in the context of the developing crisis between October 1641 (the Irish Rebellion) and August 1642 (outbreak of Civil War). As in Q3, a significant number of candidates answered more from own knowledge than from the sources. Moreover, own knowledge often focussed too much on the Personal Rule. There seemed to be little understanding that most of the grievances of the Personal Rule had been settled in 1641. It was, undoubtedly, important as an explanation of the 'great distrust' referred to by Baxter in D, but civil war did not seem likely in the summer of 1641: explanations which give little weight to events from October 1641 onwards are inadequate. This failure to distinguish successive steps to civil war also led many to link Pym's reference to 'evil councillors' in source A to Strafford and Laud, without noting that one was dead and the other in the Tower by November 1641. Nonetheless, there were perceptive answers, some suggesting division within Parliament as being decisive on the grounds that if Parliament had kept a united front Charles would have had to back down. The weak candidates knew little of Ireland and dismissed the rebellion there out of hand. Some wrote a standard 'Causes of the Civil War' answer with bare reference to the sources. The following answer to (b) demonstrates a good attempt to show the cause and effect links between Sources A, B and C and makes good use of D to extend A while using own knowledge to emphasise the significance of the points made.

"Source A gives the impression that the Rebellion was a catalyst that reignited wounds that were already there. This seems to point more towards a lack of trust on each others part and also an infringement on Charles' prerogative right to choose his advisors, though Dewes paints an over-glorious picture of Parliament here, portraying Pym as a shining light compared to the 'evil counsellors'. The 'money for rights' offer they presented was what categorised the 'long' and 'short' Parliament, Parliament constantly trying to exploit the king's situation. Source A appears to present a lack of trust which is highlighted and brought to the fore by the Rebellion.

The possibilities presented by Source B appear on closer inspection to be similar to that of Source A; lack of trust. Charles feels he needs to strike at Pym because he feels that it is only a minority that support Pym rather than the majority it had become and grew greater still after the 'coup'. Though it is a completely biased view by the King it has its truths because the claims he was Catholic were 'damaging' and were only 'rumours' because he was a Protestant and these rumours stemmed mainly from the Rebellion where the Rebels falsely claimed to be acting in his name.

Source C places the blame completely on the King and one could infer that it was his constant infringements of rights from 1629 that caused the Civil War but Parliament wasn't blameless given their repeated attempts to exploit the Kings political position, the rumours of Charles' 'faith' and the attempts to take his prerogative rights such as choosing his councillors. One could argue that the MP's wouldn't have been in 'great terror' because they had already been tipped off, explaining why the five members weren't caught. Coming from a speech in

parliament this places more emphasis on the King as a cause of war. Source D places the Irish Rebellion plainly as the reason for the Civil War because of the fears of Catholicism it provoked and the fears of the known Catholics at Whitehall including Queen Henrietta Maria. It is important to note however if the people and Parliament had sufficient trust in the King then they would have made the required Army available. This source presents a number of possibilities and as a clergyman he would have known many peoples' thoughts as in his parish he would be the one trying calm the fears. Source D is a very valid view and a reliable source and its hindsight gives it more weight.

The Irish rebellion was not the cause but the catalyst that brought all the old fears and mistrust back to the surface. A fear of Popery and absolutism prevented Parliament trusting their king to defeat the rebellion."

5 Louis XIV's France 1661 – 1693

- (a) Most candidates saw that the two sources present very different pictures of Louis XIV's taxation policy. Many also noted the possible bias in Colbert, but only the better answers also drew attention to the factual and specific nature of his report, which might suggest a reasonable accuracy. Better candidates also pointed out that the two sources focus on different aspects of taxation policy – one on the yield, the other on the distribution of the burden. Good answers also considered the dates of the two sources, significant in relation to the outbreak of the war against the Dutch in 1672. Weaker candidates did not know what a tax-farmer was. This is an extract from one answer to (a) which makes good use of evaluating the provenance in commenting on the similarities and differences between the sources.

"...Source B also implies that the successful objective of the royal taxation policy is to 'increase...the magnificence of the king'. The sentiments behind Source C do not contradict this, as it certainly does not indicate that the underlying purpose of tax collection is to benefit the common people, as in 'This is what grinds down the French peasant'. We must also consider the provenance of the sources here – Colbert is viewing the position of the state from above – he sees the large revenues, and as a man of the Council would tend to see the aristocracy rather than the peasants. Locke, on the other hand, writing only 5 years later, is travelling in the country (as can be seen from his descriptions of the peasant areas, and the name of his writing: 'Travels in France'), and will have a more first-person account of events, thereby challenging the validity of Colbert's letter."

Part (b) presented few problems for able and well-prepared candidates, whilst average ones usually found sufficient material in the sources to produce satisfactory answers. Those candidates who find it difficult to avoid a sequential approach to sources in (b) were helped by the obvious grouping here of the French sources in A and B (Louis and Colbert) and the critical English ones in C and D (John Locke and the Anonymous writer). Some candidates recognised that Source A and B predated the long drawn out wars whilst C and D were written during them (1675 – 9 and 1692), with Source D's explicit references to peace and war. Again, some candidates allowed their knowledge to swamp the sources.

Unit 2582: Document Studies 1774 - 1945

527 centres entered 4895 candidates. Many were only entering a few candidates but there were also some large and very large entries. All questions were answered, the Nazis, as ever, predominating. Less were seen on Italy than is usual. One complaint was received on Q7(b). The standard was much lower than on 2580 and 2581, largely because of a weaker conceptual base amongst many candidates and because of weak own knowledge. Candidates were excessively reliant on information from the sources, especially in (b), which they plundered for an essay-type answer, missing the focus on the need to evaluate the sources. Nonetheless although few reached the very high marks, there were plenty of reasonable and good answers.

1 The Origin of the French Revolution 1774 – 92

- (a) This topic tends to attract some able Centres so responses were, on the whole, very effective. Most could spot the essential similarity of view on the position of the middle classes, including an interesting use of the same terms and vocabulary to describe their position. However, weaker candidates struggled with Source A's provenance. They failed to comprehend an aristocrat who helped Louis XVI escape in 1791, and must therefore have supported him, being quite so blunt about the superiority of the middle classes. The key was the date, but a fair number missed this. Such candidates also struggled with Sieyès, clearly not knowing how 'famous' the extract was or the significance of his pamphlet in the context of voting in the Estates General and the engineering of political change.
- (b) There were some excellent answers from a few but many took flight at the mention of 'social conflict' as the main cause of the revolution, despite the eloquence of the sources on the issue (both of the bourgeoisie and the peasants). The result was a general list of causes based on own knowledge which ignored both the issue of which was the **main** cause and the sources themselves. 'D' was underused with its suggestion of 'intellectual ferment' and political failure. Very weak candidates had no idea what social conflict might mean and could not use the sources as a prompt for this. Better candidates also had some difficulties in separating social from economic factors in Source C (the Cahier).

2 The Condition of England 1832 – 53

The responses to this question were disappointing. Very few performed well on either part (a) or (b). Their grasp of key concepts (in this case on the New Poor law) was weak and their knowledge of Chadwick almost non-existent. Many saw him as a critic of the New Poor law, thus undermining the comparison question and, in part, the assessment question. It is difficult to conceive of a more important figure on this unit.

- (a) Many candidates accepted the 'view' of the workhouse given in Source 'A' despite its obvious exaggeration. A fair number assumed it was a government source designed to deter the poor (with those who looked a little more closely confused as to why crowds of poor should thus want to enter). They failed to use the introduction which points out that it 'claimed' to show a workhouse interior. This led to many focussing on Chadwick's criticism on ventilation etc. as a similarity with A when the thrust of his view was an objection to lax standards in the new workhouses. Perhaps the use of the word 'criticise' in the introduction to 'B' led many to conclude he was a critic of the New Act. Very few could contrast the heat ('fires'), own clothes, smoking and extra food with the evidence of the exact opposite in Source A.

- (b) Such misinterpretation fed through into this question, undermining the effectiveness of many responses. Source A is useful evidence of the points made by critics provided it is seen as such, whilst resistance delayed implementation, as Chadwick recognised in B. Source D was underused for the evidence it provided of Guardian reluctance and opposition combined with the reality of enforcement in Wales. However many did not understand the two-part nature of source C despite the steer in the introduction to the effect that policy went back and forth over whether outdoor v indoor relief should be offered. Candidates lacked sufficient knowledge to both understand this and the historical context of Part (i), the authorisation of continued outdoor relief in the most depressed year of the 19th century. This is in contrast to part (ii) where its abolition in favour of indoor workhouse relief occurs when recovery began. Some candidates did use and evaluate the sources well, pointing to other problems which secured delays in the law (non-co-operation, riots, the Andover Scandal, the Anti poor law league, problems in the industrial North and practical difficulties in general). A few were able to take their cue from Source D and pointed out that Chadwick was much thwarted by his critics.

3 Italian Unification 1848 – 70

- (a) There were some rather mixed responses here. Weaker candidates missed the emphasis on comparing Garibaldi's military campaigns and wrote too generally about Garibaldi and the South. Middling candidates off-loaded extraneous knowledge. The cartoon was understood; especially the comparison of Garibaldi as a God and his personal role in the fighting although some struggled with the depiction of Francis II. Rather fewer could see the role of others in Source A or contrast the confidence in B with Garibaldi's apparent death-wish in A. Most were able to comment effectively on the provenance, including the English context of the cartoon. It enabled them to judge which may have been the better evidence.
- (b) This was much more effectively answered with most having a sure grasp of the material. Either case could be argued and indeed was. Better candidates pointed out that the freedom of Sicily and the unification of Italy was not necessarily incompatible, although the question was more about the issue of Garibaldi's priorities. Few candidates took their answers beyond 1860 to consider Garibaldi's attempts on Rome. Some evaluated the sources well, aware of the different perspective taken (for example, that Cavour in Source C is more inclined to see unification as Garibaldi's intention given the trigger provided by Nice).

4 The Origins of the American Civil War 1848 – 61

The questions here were less well tackled than is usually the case with the American options. Much generalised comment was seen that lacked a clear focus or 'opinion' on the Harper's Ferry Raid and a discussion of its main effect.

- (a) The range of comment here, especially on provenance, was limited. There is the obvious North / South difference but the context and dates were little developed, as were the similarities (both A and D regard as the raid as 'silly' and 'absurd'). Lincoln's view in Source D was not always fully understood so that a comparison with the Charleston Mercury was often unclear. Very few realised the context for Lincoln – he was in the middle of an election campaign, attempting to keep many balls in the air at once, hence his carefully judged remarks on the Raid. Most assumed, wrongly, that Lincoln was President in 1859 – 1860, (Buchanan was), and that the government was Republican. Some weak candidates assumed Charleston Mercury was a person, yet most commented reasonably on the issues of a northern plot to overthrow slavery.

- (b) This caused problems for some who could not imagine any other consequences than the suggestion in the question – the reinforcement of anti-slavery feeling in the North. Very few referred to the other key consequences – the move towards secession and so to Civil War. Better candidates also considered the impact in the South, especially the point made in Source A that the North was plotting the overthrow of Slavery in the South with military assistance. Such candidates argued cogently for increased southern fears and the development of southern forces. Most candidates could see the relevance of Sources B and C, as both dealt with the impact of the Raid on the North, but struggled with A and D. Good candidates made Source A relevant by inferring that talk of recession made more in the North hostile and that Source D, while not abolitionist, was keen not to alienate abolitionist opinion in the Republican party in the run up to an election. A few very weak candidates confused secession with success. Some lost focus by too excessive a stress on provenance. Given the short time-span of the sources, candidates' own knowledge needed to be fairly precise but a key weakness was a lack of effective own knowledge. As a result many simply used the four sources for reference only. What follows is a reasonable attempt at arguing a case with some simple evaluation of the sources backed by basic own knowledge:

“There are many views on the main effect of John Brown’s raid. One is that despite it’s failure the main result was to reinforce anti-slavery feeling in the North. This opinion is showcased in Source B; it claims that being hung will make John Brown be seen as a ‘martyr’ rather than the ‘imprisoned criminals’ the source sees them as. It then claims that “hatred of slavery will become the predominant emotion in the breasts of millions in the North.”

It can be argued the source is right because from my own knowledge I do know that in many Northern towns church bells were rung to mourn John Brown’s death, in effect uniting the North behind him against the South at an unprecedented level.

Source C in a way backs up this view as well by showing how John Brown won over Northern opinion that was originally against him. It says “this guilty land will never be purged but with blood. I used to think it would be done without.” Speeches such as this made Brown appear an avid thinker and well presented and so northern sympathy grew.

It could be claimed though that another main effect was the Republican party saying, categorically, that violence wasn’t the way forward by criticising John Brown’s raid. Source D shows this where Republican leader Lincoln argues “John Brown was no Republican” and “We deny it” to any accusations of Republican involvement. This view is a very real effect as to an extent it showed the Northern people (if not the South) that they weren’t warmongering abolitionists as some people had suspected. So in one way John Brown’s raid helped the Republican party gain credibility. Finally another effect is that of awakening the South to the very real possibility that they would be better off with a Southern rather than a Federal government so that their feelings and views were better represented. Then they would have a police and military fighting for them against people like John Brown.

Source A puts this point across by saying “the great source of evil is that we are under one government with the North”.

On top of this “the police and military would be under our control”. This show the desire by this Southern newspaper and likely its readers for a separate country of their own. Another advantage for the South would be the economic gains as well, with no question of the abolition of slavery, no tariff, no question of Southern money being spent on northern railways and finally not having to go through northern ports. This view was brought to a head by John Brown’s raid and began the South thinking about it as an actual option rather than merely a threat to get their way.

So in conclusion there are many options when considering the biggest effects of John Brown's raid, from the idea of Southern independence to increased Northern support for anti slavery but I agree with the question view that the main effect is the reinforced anti-slavery feeling in the North.

I think this because of the extreme tension caused between North and South which meant that civil war was a lot closer than before it, with much northern opinion solidly behind John Brown, despite Lincoln's repudiation in Source D."

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

- (a) Many candidates lost their focus on the success of government policy, sequencing their answers by first examining Gladstone's policies in Source A and then Parnell's reaction in Source B. The few good candidates compared, through dating and provenance, the issue of success. They pointed to Morley's more balanced view of short term failure and longer term success, despite his friendship with Gladstone, in contrast to Parnell's determination to gloss over Land Reform (confirmed in Morley's comment on 'Nationalist cold approval') and instead stress discontent and the demand for Home Rule.
- (b) This was answered more effectively, with some excellent use and analysis of the sources. Most grouped the sources well, stressing that the Cartoon in B and Moody in D demonstrated widespread Irish support for Gladstone's policies whilst Parnell's C and to some extent Morley in A questioned and challenged this. Each source had its weaknesses as evidence, including the gushing tone of Moody's comments which few picked up on. Candidates could often use their own knowledge to conclude one way or another. This they either had in abundance and had to discipline their approach to its use, or they had in only a very basic manner. Some only examined the Land Acts, others just Home Rule. Only a small minority saw coercion, mentioned in both Source A and C, as a means of pacification. Similarly, very few challenged the view of the Land League in Source B. It could be argued that its command of Irish support was greater than Gladstone's, or even that Gladstone's policies were a response to it.

6 England in a New Century 1900 – 18

- (a) The 'nature of poverty' caused problems for many candidates who preferred to talk of its causes despite the fact that A focuses on the former and D also comments on issues of character v. external factors. Several struggled to interpret Booth in Source A correctly and certainly failed to see his statistical yet character dominated categorisation of the poor in contrast to the Webbs' view of external pressures (neglected childhood, sickness and unemployment). Identification of the Webbs, or an understanding of their Fabian approach was variable, hampering a comparison of provenance. Some misinterpreted their comment in the final line thinking they saw poverty as a question of character defect. Hardly any candidates pointed to the 'harshness' of the views expressed by Booth in contrast to the Webb's more humane social concern, or the similarity of socialist intervention demanded by the Webbs and the 'socialist extension' of Booth.
- (b) This attracted a better response from some although there were many own-knowledge based answers of a 'prepared kind'. Most understood the term 'national efficiency' but found it difficult to pick out examples from the sources and evaluate their comments. Both Booth in A and Churchill in B take this line, although they also consider other reasons for action on poverty. Churchill especially stressed the threat from Germany, yet also considered the electoral benefit to the Liberals. The Webbs are a good example of evolutionary Fabian socialism both as an answer and a means to achieving it (Minority Reports etc.). Lloyd George stressed humanity but

also within the context of electoral advantage (a speech) for the Liberals. He sought to persuade opinion in the light of opposition in Parliament (the Lords) and from interest groups in society as a whole. Better candidates kept their focus and argument here. Weaker candidates off-loaded general information on the liberal reforms, occasionally reflecting on motives and reason but rarely prioritising them (the 'main' reason). Very few candidates referred to material before 1906 (hence losing the Boer War and its impact on national efficiency) or after 1909 (losing the National Insurance Acts etc.). Such candidates inevitably lost sight of the need to focus on the Sources and the reasons they suggest for reform (the New Liberalism of Churchill and Lloyd George, the Socialism of the Webbs, the social engineering of Booth and the national efficiency of both Churchill and Booth). Nonetheless some excellent answers were read, especially from those who challenged 'national efficiency' as the main reason.

7 Nazi Germany 1939 – 45

- (a) Most candidates found this accessible and managed a reasonable answer, although many weaker candidates continued with all the sins mentioned in the introduction. Most candidates managed to compare, somewhat selectively, Sources A and C. Many focussed too much on provenance, especially of Source A, but missed the obvious point that a potential 'opposition' report on the H.J. was commenting favourably on popularity and the reasons for this. Better candidates used this to inform their judgement as to which provided the better information. There were some who didn't know what a SOPADE report was considering it and the Socialists to be a Nazi organisation, despite the strong steer in the introduction that it came from the Socialist party in exile (they confused National Socialism with Socialism). The provenance of C was often dealt with too superficially, many missing the date (as they had done with Source A which comments on the HJ at the beginning of the Nazi period). The key difference is the suggestion in C that older members of the HJ often bridled at the compulsion and obedience, although his comment could reflect a need to be more critical by the late 20th century. Many missed the obvious comparison of content, especially the same focus on what made them so popular (games, trips, uniform etc). It tended to follow that they also missed the differences – that Source A talked of mixing the urban and rural young, the enthusiasm of a national community and the ability to sway parents.
- (b) Answers to this were much weaker, although some excellent responses were seen. Examiners allowed a focus on the HJ itself but those who failed to read the question closely did tend to evaluate the impact and success of the HJ rather than their relative importance in creating Volksgemeinschaft (a term that seemed well understood). Better candidates could comment briefly on whether this was an aim but the focus needed to be on those factors that contributed, arguably, towards a national community. A successful grouping proved to be A, B and part of C. These provided plenty of information which was not always reliable and useful or was open to interpretation – how many HJ members would understand B? In contrast, candidates could see the second half of Source C, which suggests the HJ became counter-productive as time wore on, and Housden in Source D who, whilst mentioning youth organisation, is keen to stress other causal factors – education and the schools, intimidation and general factors like an increasingly hazy memory of life before Hitler. However, many unfortunately underused D, picking on only one or two of its points. The following is a paragraph showing how a candidate picked up on the reference to schools in Source D and developed it using own knowledge:

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“Education also played a big part in establishing this community as school curriculums were altered to promote Nazi ideas. As it says in Source D ‘youngsters adopted a National Socialist way of life through school’. In some ways this was more successful than the youth movements. All children went to school but not all went to the Hitler Youth Groups. Although it became increasingly hard to avoid the youth movements there were youth opposition groups, such as the white rose group or the Edelweiss pirates who had a membership of about 2000 by 1939. In this respect education was directed at all youngsters and so was more successful.”

Own knowledge was frequently and aptly used as above to extend Source D, some focussing on other organisations. Others commented on those who competed with the HJ for allegiance (Church Youth Organisations, the pirates and White Rose groups etc.). There was much in the sources that benefited from careful cross referencing (generational conflict in A and D for example) whilst evaluation could use the dates of the sources, the balance of angles (Nazi or ex-Nazi, historical and socialist) or the types of argument to assess the nature of the information. However, in many cases, knowledge was weak (not least on when the HJ became compulsory in practice as well as theory) and answers could be very short, hardly more than a page.

Units 2583 and 2584 English History Period Studies

General Comments

These general comments apply to both Units 2583 and 2584. They have the same assessment objectives and are subject to the same grading standards.

The overall results were satisfactory but there was unevenness between the standards of individual Centres, more in Unit 2584 than in Unit 2583. Some Centres included a majority of candidates who deserved high grades whilst there were other Centres where most of the answers were either moderate or weak. The mean marks of the two Units were very similar and the same grade boundaries were awarded but there were slightly more very good and slightly fewer weak scripts in Unit 2583 than in Unit 2584. The results have shown considerable consistency over a number of years. This means that the proportion of candidates who were awarded each of the grades from A to U was very comparable to each other in the two Units and was very similar to previous examination sessions. Centres should be congratulated in maintaining consistent standards.

All examiners read some highly creditable scripts that revealed a high level of understanding and the ability to provide sound knowledge. The most frequent reason why scripts were poor was that candidates' knowledge was limited; they knew too little to be able to frame effective arguments. Although the demand of AS Level is below that of A2, and examiners are reminded of candidates' limited post-GCSE experience, the Study Topics require a firm foundation in knowledge so that relevance and explanation can be demonstrated. Some candidates apparently lacked practice in writing essays. Marks are not awarded merely because of the length of answers but answers of less than a page cannot normally expect to be awarded a satisfactory mark because they do not develop arguments. This might point to inexperience in writing developed answers. On the other hand, examiners were impressed by the quality of the best essays. It was reassuring to read scripts that combined at a high level the qualities of knowledge, relevance and explanation. Some were extremely impressive.

Some answers in the middle bands had the potential to reach a higher mark. They sometimes showed sound knowledge but it was not well organised. It is worth repeating the advice given in previous Reports that there is sufficient time in the examination to write a brief plan. The most successful answers were coherent. Points were made in succession and were linked, either by comparison or contrast. They considered varied explanations and came to a conclusion about which was most important. A tendency in less organised answers was to return later to points that had been made in earlier parts of the answer. A small number of candidates began to answer one question, deleted the answer, and then wrote an answer to a different question. This probably meant that the candidates did not spend time preparing an answer.

A number of examiners noted that there has been an improvement in the way that most candidates, including the less successful, approach the questions. This comment from a senior examiner is typical. 'There was very little pure description or unlinked narrative*'. Even weaker candidates sought to identify relevant issues though some struggled to assess rather than add a few superficial comments.' (*Previous Reports have defined 'unlinked narrative' as story-accounts that are not linked to a question. Narrative that is linked to an argument is given credit.)

Irrelevance was rarely a major problem. Centres have clearly emphasised the importance of answering the questions that are set. Weaker candidates sometimes show a tendency to include sections that are in themselves irrelevant but these were usually parts of a larger answer that was substantially pertinent. An aspect of the more successful answers is that they link sections either by pointing out similarities or differences. Moderate and weak answers sometimes listed points that were valid in themselves but which did not relate to each other.

There were very few rubric infringements. A minimal number of candidates attempted more than one question.

Comments on Individual Questions

Unit 2583: English History 1042-1660

England 1042-1100

1 The Reign of Edward the Confessor 1042-1066

- (a) The question was based on the second Key Issue, 'What part did the Godwin family play in the reign?' There were some good explanations of the role of the Godwin family and the reasons why they presented problems to Edward the Confessor. The more successful answers assessed the seriousness of these problems and compared them with other difficulties faced by Edward. A few candidates limited their answer to the immediate circumstances of the struggle around the succession at the end of the reign.
- (b) The question was based on the fourth Key Issue, 'How far was the pre-Conquest church in need of reform?' The quality of answers from most of the candidates who attempted this question was good. Examiners were generally pleased by the level of understanding of the pre-Conquest Church. The most successful answers considered some of its strengths as well as its weaknesses and came to a considered judgement about the balance.

2 The Norman Conquest of England 1064-1072

- (a) The question was based on the second Key Issue, 'Why did William of Normandy win the Battle of Hastings?' The responses were usually very creditable and some candidates wrote excellent answers. These were well organised. They explored the advantages of William and the ways in which he exploited these to win his victory at Hastings; they also assessed the problems of Harold.
- (b) The question was based on the third Key Issue, 'Why was there opposition to William in England?' The question asked 'How serious were the problems that faced William I in establishing his rule over England after his victory at Hastings?' Some answers described the problems and William's reaction but would have been awarded higher marks if they had given more time to assessing their seriousness. This level of assessment was necessary to reach a high mark band. There was a number of candidates who paid attention to the necessary assessment and wrote answers that showed sound judgement.

3 Norman England 1066-1100

- (a) The question was based on the second Key Issue, 'How did the Norman Conquest affect military organisation?' The question was essentially about the importance of castles in the period after the Conquest. Some answers deserved credit when they provided some particular examples. The majority of the answers were relevant and went beyond description to arguments about importance.
- (b) The question was based on the third Key Issue, 'What problems were raised by the linking of England with Normandy? rivalry among the sons of William I'. The answers showed some knowledge of the rivalry between Robert, William (Rufus) and Henry but answers that were awarded the lower bands sometimes seemed unaware of the reasons.

4 Society, Economy and Culture 1042-1100

- (a) The question was based on the fourth Key Issue, 'What changes did the Norman Conquest bring about in architecture and the arts?' Although few Centres had apparently studied this Study Topic, the candidates who attempted the question usually wrote confidently and convincingly. There were some excellent answers that showed a high degree of knowledge about church architecture and which supplemented their arguments with examples. There were also appropriate references to other arts.
- (b) The question was based on the second Key Issue, 'What effects did the Conquest have on towns..?' The standard of the answers was sound as a majority of candidates wrote effectively about towns in the post-Conquest period. A few were able to discuss why some towns suffered although most simply saw the period as one of growing prosperity. The inclusion of examples raised the quality of some answers. Taken together, the standard of the answers to question 4 (a) and (b) show a high level of understanding of society, the economy and culture in the late eleventh century. It was also encouraging that there were more answers to these questions than in previous January sessions when there were too few answers on which to base general comments.

England 1450-1509

5 The Threat to Order and Authority 1450-1470

- (a) The question was based on the first Key Issue, 'How was England governed in the mid-fifteenth century?' Some candidates saw the question as an opportunity to focus on Henry VI. This was relevant but the highly personal approach was usually too limited to deserve a high mark. Better answers were able to examine the nature and extent of kingship, the authority of kings and the limits imposed by custom and by social groups such as the nobility.
- (b) The question was based on the second Key Issue, 'Why was the monarchy weak in the mid-fifteenth century?' The quality of most of the answers was sound. There were effective appraisals of Henry VI with some consideration of other factors that caused problems during his reign. The most effective essays supplemented the discussion of Henry VI with considerations of the roles of Margaret of Anjou, Warwick and other nobles.

6 The End of the Yorkists 1471-1485

- (a) The question was based on the first Key Issue, 'How effective was Edward IV's domestic government from 1471?..the claims on the throne in 1483 and Richard III's accession.' Whilst some candidates limited their answers to narratives of Richard III's accession, telling the story of the Princes in the Tower but without much explanation of the issues that were involved, there were also some commendable assessments. The quality of knowledge in most of the answers was at least satisfactory and sometimes very good.
- (b) The question was based on the fourth Key Issue, 'What were the reasons for the downfall of Richard III?' Most candidates agreed that Richard III lost the throne to Henry Tudor because the Stanleys betrayed him at the Battle of Bosworth. The more successful answers explained why this proved to be decisive whilst the best answers also provided other reasons and assessed their relative importance. A few answers were very vague. They referred generally to Richard's unpopularity and assumed that the loss of the throne was inevitable.

7 The Reign of Henry VII 1485-1509

- (a) The question was based on the second Key Issue, 'How dangerous to Henry's monarchy were the threats to his government?' The question asked candidates to assess Henry VII's success in dealing with the threats to his government. The danger from the Pretenders was very relevant but weaker candidates limited their answers to this. Higher credit was given to answers that considered other Yorkist threats and to wider dangers from nobles. It was relevant to discuss foreign relations but the higher credit was given when these were linked to the key issue in the question.
- (b) The question was based on the fourth Key Issue, 'How far did Henry VII achieve his aims in foreign relations?' The most successful candidates considered alternative explanations. For example, they questioned the success of the marriage settlements that Henry VII arranged. Marriage to Catherine of Aragon was not finalised because of the death of Arthur and the marriage between Margaret and James IV had not produced much benefit by the end of the reign. Others were more aware of the potential success of the settlements. It was relevant to consider other aspects of foreign relations and examiners read some very worthwhile explanations. The general quality of the answers was good.

8 Social and Economic Issues 1450-1509

- (a) The question was based on the third Key Issue, 'How did the English economy develop?' There were too few answers on which to base general comments.
- (b) The question was based on the fourth Key Issue, 'What was the condition of religion? developments in learning.' There were too few answers on which to base general comments.

England 1509-1558

9 Henry VIII and Wolsey 1509-1529

- (a) The question was based on the first Key Issue, 'How far did Henry continue his father's work 1509-14?' The most successful candidates considered the extent of change and continuity in the early years of the reign of Henry VIII. Examiners read some interesting answers that argued that Henry VII and Henry VIII had similar aims, especially to promote their kingship, but that they differed in methods and style. Some of the moderate and weaker answers noted only change, especially in the personalities of Henry VII and Henry VIII. Credit was given when aspects of change extended to such factors as attitudes to money. A sign of change by 1514 was the rise of a single powerful minister in Wolsey. Among signs of continuity that were given credit was Henry VIII's continued reliance on some of those who had advised his father (with the exception of the treatment of Empson and Dudley). Some candidates did not note that the question referred to domestic affairs; discussions of foreign relations could not gain credit.
- (b) The question was based on the third Key Issue, 'Who controlled English foreign affairs, 1515-29? an assessment of success in foreign affairs by 1529?' Some showed sound knowledge of Wolsey's foreign policy but evaded the question by concluding that it is difficult to decide whether his successes outweighed his failures. Candidates should try to come to a conclusion about all questions and justify the argument. However, there were many very creditable essays that showed a good understanding of the extended period of Wolsey's ministry and combined judgement and appropriate knowledge. Examiners read some excellent responses. A weakness in some answers was they did not see the link between the Divorce issue and foreign relations.

10 Government, Politics and Foreign Affairs 1529-1558

- (a) The question was based on the third Key Issue, 'How far did factions threaten the stability of the throne?' The Specification mentions in particular the Boleyn and Howard factions during the reign of Henry VIII. There were many sound assessments of the factions and good appreciations of the particular roles of these families. A few answers were limited to accounts of the King's marriages, a relevant issue but too limited to deserve a very high mark.
- (b) The question was based on the fourth Key Issue, 'Who was the most effective ruler: Somerset, Northumberland or Mary I?' A high mark needed a reasonable, but not necessarily an even, balance between the rules of Somerset and Northumberland and the reign of Mary I. The large majority of answers showed relevance. Religion was excluded from the question because there is a separate Study Topic on religion during this period (Church and State 1529-1558) and candidates cannot be given an unfair advantage in the questions that they study and answer. The most successful answers usually characterised themselves by their ability to go beyond foreign relations. They also adopted a comparative approach. Some of the creditable, but not excellent, essays included three successive but separate sections with a brief conclusion that attempted a comparison. However, there were some informed comparisons of the methods of government used by the three rulers.

11 Church and State 1529-1558

- (a) The question was based on the second Key Issue, 'What was the nature of the Henrician Reformation 1529-47?' The question asked candidates to assess the claim that, from 1529 to 1547, the religious changes showed that Henry VIII was not an enthusiastic Protestant. The most frequent discriminating factor that distinguished the most successful answers was that they covered all of the relevant period. On the other hand, a common feature of moderate and less successful essays was that they were partial, usually ending in about 1539 and sometimes in 1536.
- (b) The question was based on the fourth Key Issue, 'How popular was the Marian Reformation?' It was encouraging to read most of the answers. The majority were well-informed and included vigorous arguments about the condition of religion during the reign of Mary I. The standard of knowledge in most of the answers was good. Some creditable examples of voluntary Catholic restoration were seen. Some answers would have been improved if they had considered both the successes and the failure of Mary I in implementing her religious policies. Examiners look for a strong argument but this does not exclude the ability to consider alternatives as long as the answers come to a considered conclusion.

12 Social and Economic Issues 1509-1558

- (a) The question was based on the fourth Key Issue, 'How effectively did Tudor governments tackle economic and social problems?' There were some broad descriptions of poverty during the period from 1509 to 1558 but some candidates were vague about government policies. It was permissible to dismiss them as inadequate and even harmful, for example debasement, but a high mark needed some explanation of the stated factor in the question.
- (b) The question was based on the third Key Issue, 'How were towns affected by economic and social developments?' A reasonable number of candidates attempted the question and wrote competent answers about towns in the early Tudor period. There were some good explanations of the problems of plague and inflation. Centres studying this Topic are encouraged to include particular examples because these were lacking in most answers that were otherwise sound.

England 1547-1603

13 Church and State 1547-1603

- (a) The question was based on the second Key Issue, 'How successfully did Elizabeth I tackle the Puritan challenge to her religious settlement?' The standard of most of the answers was sound and examiners read some excellent responses. The most frequent discriminating factor that led to the award of high marks was candidates' ability to focus on the problems that the Puritans posed to Elizabeth I. Some candidates who had a good knowledge of the topic would have been awarded higher marks if they applied this knowledge more closely to the terms of the question. Their answers were relevant but sometimes too generally descriptive, for example in explaining what the Puritans advocated and how their views developed to 1603. A good number of candidates adopted this direct approach.
- (b) The question was based on the 'How firmly rooted was the Church of England in 1603?' There were some excellent answers to this question on the condition of the Church of England in 1603. These went beyond more negative aspects such as the weakness of the Catholics and Puritans to a positive awareness of the condition of Anglicanism. The weakened conditions of Catholic and Protestant dissenters were

very relevant and their discussion deserved credit. Some answers deserved marks in Band I by dealing with these groups fully. However, marks at the top of this Band needed a more comprehensive treatment. A few examiners read answers that considered religion and the Church at the beginning, rather than the end of the reign. Centres are asked to remind their candidates to note the dates in all questions. Answers should not go outside this framework unless briefly in comparisons or contrasts.

14 Foreign Affairs 1547-1587

- (a) The question was based on the second Key Issue, 'How and why did relations between England and Spain change between 1554 and 1585?' The quality of most answers was sound, with candidates showing an awareness of change and continuity in Anglo-Spanish relations from 1554 to 1568. This was a question that could be tackled chronologically and some good answers were structured in three parts: relations during the reign of Mary I, the situation in the early years of Elizabeth I's reign and changes by 1568. The large majority of candidates who attempted the question explained relations during the reign of Mary I effectively. Some weak answers were less successful in dealing with the early years of Elizabeth's reign.
- (b) The question was based on the first Key Issue, 'What were the aims and constraints behind Elizabeth I's policies?' This question was based on the succession issue as an important factor in foreign policy to 1587. It was possible to argue that other factors were more important but a high mark needed an adequate understanding of the implications of an uncertain succession. The quality of most of the answers was good. A tendency in moderate responses was to focus exclusively on the succession and not to assess its importance by comparing it to other issues.

15 Government and Politics in Elizabethan England 1558-1603

- (a) The question was based on the fourth Key Issue, 'How successful was Elizabeth I in maintaining the power and prestige of the monarchy?' Some less satisfactory answers gave too much time to anecdotal accounts of Elizabeth to demonstrate her personality. Effective answers could have been done this comparatively briefly. In contrast, the most successful essays linked her personality to her government because this was the key issue in the question. Examiners read many pleasing answers that combined sound knowledge and well-judged arguments.
- (b) The question was based on the third Key Issue, 'How far, and why, did the popularity and effectiveness of Elizabeth I's government decline after 1588?' Candidates were given credit for dealing with a range of factors that were stated in the Specification, 'financial problems, the Irish Rebellion, Essex's Rebellion, the parliament of 1601 and the monopolies debate'. Some candidates argued that the Queen was losing her grip during this period, an acceptable line as long as it was justified, whilst others preferred to see Elizabeth as essentially maintaining her influence and power. Most of the answers were very creditable.

16 Social and Economic Issues 1547-1603

- (a) The question was based on the fourth Key Issue, 'How did agriculture...change and develop?' Although few candidates attempted this question, they included some who wrote very effective answers that included local examples of agriculture.

- (b) The question was based on the second Key Issue, 'How successfully was the problem of poverty tackled?' There were more answers to (b) than to (a) and they included some effective arguments, supported by examples of attempts to relieve poverty. Whilst candidates might have been expected to deal successfully with government measures, the inclusion of local examples did much to strengthen answers.

England 1603-1660

17 Politics and Religion 1603-1629

- (a) The question was based on the first Key Issue, 'What was the relationship between the monarchy and parliament?' Although most answers were satisfactory, some were too general to deserve a high mark. These tended to assume, rather than explain, the attitude of some MPs to royal prerogative. The general discussions of problems in the relationship between King and Parliament were relevant but higher marks would have been awarded if the answers had been focused better. However, it must be noted that examiners read some well-argued and knowledgeable answers.
- (b) The question was based on the second Key Issue, 'What was the importance of financial issues in relations between the Stuart kings and parliament?' The quality of the answers was mostly good and sometimes excellent. These candidates were able to write well-organised and well-supported assessments of finance during the reign of James I. A discriminating factor was the ability to deal with the crown's problems. Whilst it was possible to argue that the King's policies were partly, or mostly, to blame for poor relations with Parliament over finance, he was not responsible for inflation and for the debt inherited from Elizabeth I.

18 Personal Rule and Civil War 1629-1649

- (a) The question was based on the first Key issue, 'How important was Charles I's personal rule (1629-40) in bringing about the Civil War?' There were some very effective discussion of Laud and his role during Charles I's personal rule. The question asked 'How far..?', inviting candidates to assess Laud's influence along with other reasons for Charles I's unpopularity by 1640. Although the overall quality of the answers was sound, some being excellent, a small proportion of candidates wrote answers of limited value. Some were confused between Laud and Wentworth / Strafford.
- (b) The question was based on the third Key Issue, 'Why did Parliament win the First Civil War?' The Question involved a comparison of the New Model Army and other armies during the First Civil War. Examiners were pleased with the standard of the responses. Most candidates were able to contrast the New Model Army with other parliamentary forces as well as with Charles I's army. Credit was given when specific reference was made to some of the generals other than Cromwell and to some of the major engagements. Among other factors that candidates discussed relevantly was finance although there was a tendency to exaggerate Parliament's success in this respect. Whilst the King had greater difficulties, back-pay was a problem for the New Model Army at the end of the war.

19 The Interregnum 1649-1660

- (a) The question was based on the third Key Issue, 'How successful was the Protectorate of Oliver Cromwell?' The question allowed candidates plenty of scope to discuss and assess Cromwell's success as Lord Protector. Few strayed into the irrelevance of foreign policy. The general standard of knowledge was good. Some answers would have benefited if they had given more time to discussing Cromwell's aims. A tendency in answers in the middle mark bands was to assume these.
- (b) The question was based on the fourth Key Issue, 'Why was the monarchy restored in 1660?' The standard of many answers was very good and it was encouraging to read many essays that could disentangle the complex developments from 1658 that led to the Restoration in 1660. There were some accomplished discussions of the divisions in the army. The failure of parliamentary republicans was also discussed. A few candidates, arguing that the Republic was inherently unstable in 1658, spent too long on surveys of the previous period. Long-term issues were relevant but needed to be supplemented by a narrower focus.

20 Society and the Economy 1603-1660

- (a) The question was based on the first Key Issue, 'How far was this a period of economic expansion?' There were too few answers on which to base general comments.
- (b) The question was based on the fourth Key Issue, 'Why were people persecuted for witchcraft?' Some candidates wrote commendable answers about witchcraft and some were able to support their arguments with regional examples. The most creditable essays concentrated on the reasons for the fear of witchcraft and went beyond general descriptions.

Unit 2584 English History 1780-1964

England 1780-1846

1 The Age of Pitt and Liverpool 1783-1830

- (a) The question was based on the second Key Issue, 'How successfully did Pitt face the challenge of the French Revolution 1789-1801?' The most frequent discriminating factor was candidates' success in explaining and assessing the Radicalism that faced Pitt. Some candidates could record his policies but were less successful in their analysis of the threat itself. On the other hand, there were worthwhile assessments that deserved very high marks. Such candidates referred to radical individuals, groups and ideas and put Pitt's responses in this context.
- (b) The question was based on the fourth Key Issue, 'How Liberal were the Tory governments of 1822-30?' The question was a variation on the issue of extent to which the Tory governments were liberal or conservative. There were some wide-ranging and informed discussions. Among the acceptable arguments was that the Tories were in fact reluctant reformers in many respects, for example Catholic Emancipation, and that their liberalism should not be exaggerated. Some excellent candidates noted that constitutional reform went beyond the franchise; for some Tories, Catholic Emancipation had constitutional implications.

2 War and Peace 1793-1841

- (a) The question was based on the first Key Issue, 'What were British interests in the period 1793-1841?' There were some sound answers that dealt with the period from 1815 to 1841 as a whole. High marks required an adequate understanding of attitudes to France although candidates did not have to agree that it was the greatest threat to British interests in the period. The other power that candidates usually discussed was Russia. The overall quality of the answers was satisfactory but some answers would have been improved if they had explained further what British interests were involved. They included descriptions of diplomacy without explaining British concerns.
- (b) The question was based on the third and fourth Key Issues, 'How successful was Castlereagh in securing an effective peace at Vienna, and from 1814 to 1822...How effectively did Canning...secure British interests?' The question required a reasonable, but not an exact, balance between Castlereagh and Canning. It was possible to give slightly more attention to the statesman who was judged to have been more successful. Knowledge of both Castlereagh and Canning was usually at least adequate and sometimes very good. The question was based on a comparison and a number of candidates deserved high marks by tackling the question in an appropriate way. More limited candidates sometimes wrote highly sequential essays in which the comparison of success was limited to a brief assertion.

3 The Age of Peel 1829-1846

- (a) The question was based on the second Key issue, 'How effective was Peel as a party political leader?' There was generally a good standard of answers. The most frequent reason why some answers could have been improved was that they ended with the 1841 election and did not consider whether Peel's ministry to 1846 revealed that he changed the old Tory party. For example, the dispute over Corn Laws that led to his downfall could have been given more attention by less successful candidates. Some excellent appraisals were read that considered the extent and limits of change. Some candidates questioned the extent to which he advocated change.
- (b) The question was based on the third Key Issue, 'Why is Peel's Ministry of 1841-6 considered to be so successful?' Some candidates pursued the alternative argument that Peel's ministry of 1841-46 could not be regarded as a success in view of the outcome for the party and for Peel personally. This was acceptable and could achieve a high mark as long as some apparent successes, such as financial reforms, were considered. Some answers would have benefited if they had focused more on assessments of success and failure; these tended to be generally descriptive but lacked the analysis and judgement that would have merited a high mark.

4 The Economy and Industrialisation 1780-1846

- (a) The question was based on the second Key Issue, 'What was the nature and extent of change?' Answers varied in quality. The more successful focussed on the extent of the nature and extent of mechanisation whilst others did not go beyond general descriptions of industrial change; some essays were limited to the causes of the Industrial Revolution. Some answers in the middle mark bands were able to describe some of the most important inventions but were less able to assess their extent and impact.

- (b) The question was based on the third Key issue, 'Why were there so many problems in the countryside?' The standard of the answers was variable. Whilst some candidates were able to discuss convincingly the main aspects of rural change, a high proportion wrote vague answers. Whilst the relevant period saw growing industrialisation and urbanisation, more attention could have been given to continuity in rural communities.

Britain 1846-1906

5 Whigs and Liberals 1846-1874

- (a) The question was based on the second Key Issue, 'Why was Palmerston the dominant political leader from 1855 to 1865?' The question asked candidates to consider the relative importance of foreign affairs in explaining Palmerston's political dominance. Whilst moderate and weak answers were often limited to accounts of foreign developments, the more effective responses saw the link between Palmerston's handling of foreign policy and his domestic importance. They also considered other factors and came to a considered conclusion.
- (b) The question was based on the fourth Key Issue, 'How successful was Gladstone's first ministry 1868-74?' The most frequent discriminating factor was candidates' ability to explain and assess the contribution of Gladstone's colleagues to his first ministry. This is mentioned in the Specification ('the roles of Gladstone and his colleagues.') A large majority of candidates were able to explain satisfactorily the reforms and assess their impact but the more successful were able to deal with the personal contribution of the Prime Minister and the roles of his colleagues such as Cardwell and Forster.

6 The Conservatives 1846-1880

- (a) The question was based on the third Key Issue, 'What was Disraelian Conservatism?' The question asked candidates to consider the period from the period from 1846 to 1880. Examiners noted that some answers were incomplete and were therefore unable to reach the highest marks. As has been mentioned elsewhere in this Report, it is important that candidates pay attention to dates that are given in questions. The most frequent tendency in these incomplete answers was to focus exclusively on Disraeli's ministry from 1874 to 1880. On the other hand, some candidates wrote very successful answers that were able to span the relevant period and to examine a number of salient factors. They examined the Conservatives' attitude to the Empire and other foreign commitments and compared them with other aspects of Conservatism.
- (b) The question was based on the fourth Key Issue, 'How popular was Disraeli's second ministry 1874-80?' The quality of most answers was sound with many candidates producing effective discussions of the domestic reforms in Disraeli's ministry of 1874-80. Some gained credit by referring to individual colleagues such as Cross. A few answers were unsatisfactory because they were vague, unable to come to terms with the domestic reforms that were the basis of the question.

7 Foreign and Imperial Policies 1846-1902

- (a) The question was based on the second Key Issue, 'What issues were involved for Britain in the Crimean War 1854-6 and the Balkan crisis of 1875-8?' Good answers needed to explain what we can understand as British interests in the Eastern Question during the relevant period. Examiners read some perceptive answers that were able to go further than descriptions of policies and events to assess the

interests that were perceived by nineteenth-century politicians and the public. Some answers would have benefited if they had been less narrow. For example, the Crimean War was very relevant but high marks needed arguments to go beyond 1854-56.

- (b) The question was based on the third Key Issue, 'Why was Britain involved in obtaining influence and possessions in Africa between 1868 and 1902?' Examiners were pleased to read some excellent appraisals of the contributions of Rhodes and Chamberlain to British involvement in Africa from 1868 to 1902. These candidates wrote answers that were very relevant; they were clear about the two men and also put their roles in the context of other factors. A few candidates wrote too generally about imperialism; they were unable to provide enough material about Rhodes and Chamberlain and support their arguments with examples in Africa.

8 Trade Unions and Labour 1867-1906

- (a) The question was based on the first Key Issue, 'How did trade unions expand their influence and power from 1867 to 1906?' The quality of many answers was disappointing, mostly because they did not go further than provide general outlines of the key developments in trade unionism. A minority of candidates did explain the reasons for the changing influence of Trade Unions and provided enough analysis and assessment for a high mark.
- (b) The question was based on the third Key Issue, 'How important was the role of Keir Hardie and Ramsay MacDonald in creating the Labour party?' A number of candidates could explain the separate roles of Keir Hardie and Ramsay MacDonald in the incipient Labour Party. However, the higher marks were awarded to the answers that contained a reasonable comparison because the question asked who of the two was more important. Whilst some candidates wrote competently about each man, many of these did not try to assess their relative importance.

Britain 1899-1964

9 Liberals and Labour 1899-1918

- (a) The question was based on the third Key Issue, 'To what extent was a modern welfare state created by the Liberals between 1906 and 1914?' Examiners read a number of sound answers that were able to delineate and evaluate the opposition to the Liberals' welfare reforms to 1914. Most candidates could deal with the issue of the House of Lords. Some made the valid point that the Liberals themselves were divided; more traditional laissez-faire Liberals were uneasy about more state intervention. The overall standard of the answers was sound.
- (b) The question was based on the third Key Issue, 'How far was the First World War responsible for the growth of the Labour and the decline of the Liberal Party?' The most common discriminating factor that characterised the most successful candidates was their ability to deal with the effects of the First World War on the Labour Party. Most answers were convincing about the impact on the Liberals, certainly about the split between Asquith and Lloyd George. Some deserved high credit because they understood the problems for the Liberals from the beginning of hostilities. Imbalance was usually signified by weakness in the parts on the Labour Party.

10 Inter-War Domestic Problems 1918-1939

- (a) The question was based on the second Key Issue, 'What were the causes and significance of the General Strike of 1926?' The quality of answers was variable. The question asked whether government policy towards the mining industry was mainly responsible for the outbreak of the General Strike in 1926. Unfortunately, many answers limited themselves to (relevant) descriptions of the problems of the mining industry to 1926 but did not link them to the outbreak of the General Strike. In contrast, more thoughtful candidates made the link. They also considered other reasons for the strike and compared their importance.
- (b) The question was based on the third Key Issue, 'How effective were the Labour governments of 1924 and 1929-31?' There were some creditable answers to this question on the possibly moderate policies of the two inter-war Labour governments. Successful candidates explained and assessed their policies. Some answers were incomplete in a variety of ways. Some discussed only one of the governments. Some referred to the problems of the governments, a very relevant factor, but did not deduce whether these led to moderate policies or not.

11 Foreign Policy 1939-1963

- (a) The question was based on the first Key Issue, 'How did World War II change the direction of British foreign policy?' The weakest answers included vague and incomplete narratives of the War. In the middle bands some answers were patchy, for example providing effective discussions of the tri-partite conferences at the end of the War. The most usual omission was an explanation of relations between Britain and the USA from 1939 to the entry of the USA into the conflict. Some answers would have been improved if they had been more accurate chronologically; these sometimes went well beyond 1945 into the post-War period. Examiners read some answers that deserved a high reward because they were aware of change and continuity, common links and policies as well as differences.
- (b) The question was based on the Why did Britain's attitude to European co-operation and integration change?' The question focused on British attitudes to European integration and suggested that imperial interests were the most important reason for caution to 1963. There was a satisfactory number of good answers that discussed imperial interests clearly and succinctly and explored other reasons for British attitudes. More moderate answers often homed in on imperial interests, especially the process of decolonisation, and gave little time to attitudes to Europe.

12 Post-War Britain 1945-1964

- (a) The question was based on the first Key Issue, 'How profound were the changes introduced by the Labour governments 1945-51?' A good number of candidates were able to distinguish between the social and economic policies of the Labour governments of 1945-51. High marks were awarded when candidates assessed the success of these policies. The most frequent way in which answers could have been improved was in the explanation and assessment of economic policies. Whilst many candidates were aware of the economic problems facing the governments, they did not explain how Labour reacted.
- (b) The question was based on the fourth Key Issue, 'Why did the Labour party win the election of 1964?' There were commendable answers that understood the apparent differences between the Labour and Conservative parties in 1964. Examiners read

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some very pleasing essays. For example, they highlighted the contrast in perceptions of Wilson and Home. The most successful candidates explored wider issues although some answers would have benefited if they had contained shorter surveys of Conservative governments from 1951. The best responses linked earlier developments to the outcome to the 1964 election.

Units 2585 – 2586 European and World History

General Comments:

The candidature this session was broadly similar both in number and the mix of first-time and re-take entries. The general balance of candidates remains at about 4-5:1 in favour of 2586 over 2585. The popular questions on 2585 included the Crusades and Ferdinand and Isabella, whilst in 2586 Weimar and Nazi Germany, Russia 1894-1917 and Mussolini are very popular.

There were very few rubric errors and the vast majority of candidates were able to answer the question of their choice at least at a basic level. Examiners commented that there were no particular difficulties with the questions and that overall the quality of responses varied from the excellent to the very poor. The questions set achieved the aim of being both accessible and enabling differentiation in answers according to the quality of both the knowledge and understanding displayed and the skills of analysis, evaluation and argument.

In general, high quality answers demonstrated accurate and apposite knowledge and sound understanding of the topic as well as focused argument which was supported by effective analysis and evaluation of relevant material. Weaker answers typically demonstrated only a general grasp of the topic with inadequate knowledge, patchy understanding and a tendency to argue by unsupported assertion. As ever, a key discriminator was the ability of the candidate to address the question asked and to obey the question instruction to address 'How far?', 'How successful?' or 'Assess'. Centres are advised to consult previous Reports for advice on such question instructions. The only additional comment to be made at this point is that some of those candidates that recognise the need to deal with relative significance of factors or to make links between factors do so in a purely mechanical way that is no more than assertion – the key to success lies in the justification and explanation of the relative significance/links.

Examiners commented that too often the poor quality of English inhibited communication and damaged the effectiveness of answers. Candidates need to master the ability to communicate effectively using formal written English. This requires not only a command of English spelling, punctuation and grammar, but also the development of what is now called 'word power' so that meaning is not lost in imprecise language, cliché or colloquialism. Too many candidates displayed poor knowledge of relevant historical terminology, including the accurate spelling of key names and events.

Unit 2585: European History 1046 -1718

Questions 1, 2, 4, 11, 12, 14, 16, 17, 18, 19, 20, 21, 23 and 24: there were too few candidates for examiners to make meaningful comments on general performance.

- 3 At the highest level candidates were able to discuss the issue of leadership and set it in the context of other factors in order to reach a substantiated judgement. Many answers discussed a range of factors and produced multi-causal answers that failed to analyse relative importance or links effectively. In some of these, the failure to deal with the given factor or to support points made with relevant evidence weakened the response.
 - a) Far fewer responses. Whilst there were some effective answers, there were some where evidential support was weak or generalised and others where the extent of divisions was considered very narrowly.

5

- a) Candidates often displayed some excellent knowledge but too rarely was this accompanied by consistent focus on the question set; candidates often focused on individuals or on describing patronage rather than evaluating its role. Few answers evaluated relative importance of issues or linkages between them.
- b) The few answers to this question were often well-informed and able to analyse the links the links between writers, their works and the Renaissance.

6

- a) Like question 3, this was a popular question producing a full range of responses. Many candidates struggled to focus on the seriousness of the problems and seemed keener to answer a question on Ferdinand and Isabella's successes in domestic policy. Many assumed that because a problem was 'solved' to some degree it was not serious. Candidates demonstrated much good knowledge but poor ability to use it to answer the question set.
- b) There were a number of good answers here, but they were often better on dealing with the Reconquista than with the Moriscos and Conversos. The latter two were often confused or ignored. Better answers were able to argue the differences between Ferdinand and Isabella.

7

- a) Candidates generally took one of two approaches – assessing the fall of Constantinople within its own terms, or setting it alongside other factors. Both approaches were acceptable and produced some solid, well-balanced responses. Weaker answers lacked more than general knowledge or drifted off the question.
- b) Not a great number of responses and there was a tendency to be descriptive rather than analytical.

8

- a) The best answers were knowledgeable and well-argued, able to substantiate their assessment effectively. Weaker answers often seemed to want to answer a slightly different question comparing Portugal and Spain.
- b) Whilst some candidates were able to write knowledgeably about technical advances and set them against other factors, knowledge in the specific area was often weak and compounded by a lack of secure knowledge of Spanish and/or Portuguese exploration. Some wanted to write about motives for exploration.

9

- a) There were some effective answers that managed to assess the relative significance and/or linkages between reasons, drawing connections, for example, between the particularism of the princes and the development of Lutheranism. However, there were many descriptive answers and general assertions about the motives of princes.
- b) Candidates generally found it difficult to differentiate different reasons and tending to explain all in terms of the given factor. Only a small number successfully discussed a range of factors.

10

- a) Some answers. As with 6 a) these often considered success in dealing with problems rather than assessing the problems themselves.
- b) Too few to comment.

13

- a) There was a full range of responses here. Many typically showed good knowledge of the Jesuits, but with a tendency to describe their activities rather than their impact on the success of the Counter Reformation. Some successfully balanced the role of the Jesuits against other factors with the best substantiating linkages and relative importance.
- b) Too few to comment.

15

- a) There were many effective answers balancing economic factors against political and religious factors. These answers displayed sound knowledge and apposite use of evidence. However, some otherwise promising answers, failed to deal effectively with the given factor.
- b) Too few to comment.

22

- a) Too few to comment.
- b) The best answered focused successfully on aims and discussed them over the whole period with effective use of evidence. Whilst there were few descriptive narratives of war, too many answers were unfocused with limited knowledge or understanding. Some failed to deal with change and continuity.

Unit 2586: European/World History 1789 - 1989

1

- a) Only the very best answers addressed the 'revolutionary events' of 1789. Most candidates simply sought to provide an explanation of the 'French Revolution' in general.
- b) Too few responses to comment.

2

- a) Less popular than b), but many of those who attempted this question produced clear and analytical answers related to the principles identified.

Report on the Units Taken in January 2007

- b) Quite a popular question with a good range of responses. The best answers dealt fully with the role of Napoleon's own mistakes, including discussion of, for example, the pursuit of the Continental System, the Spanish 'ulcer', Russia in 1812, and the failure to accept generous peace offers. Such discussion was set in the context of other factors such as the relative deterioration of French forces and improvement of enemy forces, the role of Britain, the growth of opposition and the development of the fourth coalition. Competent but more modest answers tended to be multi-causal or relatively narrow in focus (concentrating on Spain and Russia). Weaker answers tended to give no or scant treatment to the factor identified in the question and described rather than analysed.

3

- a) A weakness of answers here was insufficient identification and explanation of the divisions in France. This made it difficult for candidates to address the focus of the question and so responses tended to drift into general accounts of success.
- b) There were some effective and well-focused answers here which set Louis Philippe's responsibility against other factors. Most candidates were able to produce multi-causal answers but many failed to deal with the given factor effectively.

4 None seen.

5

- a) Not many takers and those that did displayed generally inadequate knowledge of developments before 1848. Answers often wanted to deal with the revolutions of 1848/49.
- b) Typically candidates were able to produce multi-causal answers supported by some knowledge. These tended to focus more or less exclusively on 1859-61. Better answers dealt effectively with the given factor, attempted evaluative judgement of different factors and explored the period up to 1870 as the question required.

6

- a) and b) Not many seen, but examiners commented that answers here tended to be well-informed and well-crafted.

7 Too few to comment.

8 Not many takers. Examiners commented on a) that the better candidates clearly identified aims and this enabled them to come to judgements on the degree of achievement. Question b) had some well-informed responses which focused on a range of problems.

9

- a) This was quite a popular question and produced a range of responses. The best were well-informed and focused on assessing Davis's effectiveness. Many candidates seemed to want to answer a different question comparing Davis with Lincoln. Whilst comparisons were sometimes effective in highlighting strengths or weaknesses, there was a tendency to write too much on Lincoln.
- b) A popular question which produced a range of approaches and responses. The best set a discussion of Lee's generalship in the context of a range of other factors and displayed both good knowledge and apposite use of exemplar material. Some candidates sought to compare Lee with Union generals as a way into the analysis;

this approach tempted some to drift away from the question set. Some were hampered by inadequate knowledge of Lee and the military development of the war.

10 None seen.

11 and 12 Too few to comment.

13

- a) Lack of knowledge about opposition hampered many answers, but the best were able to explore the limitations of opposition and the divisions between different groups. Such discussion was balanced against other factors such as suppression, loyalty of the army, limited reforms, traditional loyalty and so on. Weaker answers often tended to deal with Lenin after 1914, or focus on explanations of 1905 or the problems facing the Tsar at the start of his reign.
- b) This was more popular than a). A large number of answers focused on events and developments before 1914 and had little to say about the period 1914-17. There was certainly minimal treatment of the events of early 1917. Better answers discussed the culpability of Nicholas II and balanced this against a range of other factors, with many arguing that the catalyst was the impact of the First World War. Weaker answers often tended to blame Nicholas somewhat uncritically or to dwell on the evils of Rasputin.

14

- a) Accurate and relevant knowledge of the Balkan situation was a key discriminator here. Weaker answers showed little understanding and much confusion. Such answers often wanted to stress other factors, such as the alliances, but here, too, there was a degree of simplistic reasoning without a deeper understanding of the interests and motives of the member states. Stronger answers, and there were a fair number, were well-informed and able to set the role of the troubles in the Balkans in the context of wider developments and rivalries.
- b) The greatest limitation here appeared to be lack of knowledge of relevant content.

15

- a) This was a popular choice and produced a good range of responses. Many answers were well-informed and the best produced compelling answers in answer to the question set, linking economic problems effectively to other factors such as the rise of socialism in helping to explain the rise of the fascists. However, many answers failed to give due treatment to the nominated factor and failed to see any linkage between economic conditions and the political situation in Italy. Such answers were not without merit, often explaining a range of factors, but relative evaluation and explanation of linkage to the rise of the fascists was slight.
- b) This was also popular. There were many good discussions of economic and social policies and consideration of the degree of achievement. The best did not take the quotation at face value, but recognised that although there was much propaganda, there were some real achievements. Candidates naturally tended to focus on the various 'battles' as the main source of evidence in relation to the question. Some weaker candidates failed to address the question focus and simply wrote about propaganda.

16

- a) As ever, the Germany questions attract a large clientele. There was a wide range of answers both in terms of quality and approach (some focused on the early 20s others on the later). Examiners noted that often candidates were able to identify and describe problems, but that evaluation of the Weimar Republic's success in dealing with them was weak. That said, better answers did provide argued rather than merely asserted assessment of the impact of problems and how effectively the Weimar governments dealt with them. Many, for example, questioned the degree of economic stability in the later 20s because of the reliance on foreign loans or stressed the legacy of Versailles and the political turmoil of the early years. Weaker answers revealed the perennial weaknesses of insecure knowledge (confusion of 1923 and 1929, Dawes and Young Plans) or wanting to answer a different question.
- b) As above, very popular. A wide range of answers here. The best were able to give a balanced assessment of the reasons for lack of opposition, discussing the benefits brought by economic recovery and foreign policy success, for example, and setting these in the context of aspects of the police state (control, propaganda, terror etc.). Weaker answers tended to show a poor grasp of 'benefits' and tended to give an uncritical description of the elements of propaganda, Gestapo, concentration camps and so on.

17

- a) Weaker answers here typically focused exclusively on basic material about the League of Nations and failed to recognise other aspects of international diplomacy. The best of these did recognise the limitations to the League's success, using the Corfu Incident, for example, as an instance where the league's authority and ability to resolve international disputes was less successful. Better answers tended to widen discussion to discuss, for example, Locarno and the Kellogg pact.
- b) Most answers here tended to seek to balance German and British responsibility for the war; only the very best gave wider consideration to include, for example, the roles of France, the failure of the League and the Soviet Union. German responsibility was sometimes effectively linked back to the impact of Versailles and discussed in relation to appeasement.

18

- a) Not many answers went beyond the 1930s. Discussion centred on agricultural and industrial policies and their impact. The very best focused on the issue of modernisation and assessed the degree of economic advance as a result of the Five Year Plans and collectivisation. Positive assessments were qualified by examination of weaknesses and human cost.
- b) Too few to make meaningful comments.

19

- a) Some candidates displayed good knowledge and the best were able to use this effectively to address the question. The latter tended to set their assessment of success in the context of other factors. However, many were descriptive and some introduced extraneous material on Korea and China.
- b) Too few to comment.

20

- a)** Responses here tended to be more descriptive than analytical and knowledge was often patchy. Better answers were able to focus on reasons and discussed the impact of some of ideological divide, the impact of containment, Korea, McCarthyism, Cuba. However, there were not many good answers.

- b)** More popular and generally better handled than a). Candidates were able to identify reasons – failure to win ‘hearts and minds’, effective guerrilla tactics, misjudged American strategy and tactics, American public opinion and so on. The key differentiators were the degree to which candidates were able to substantiate reasons with accurate and apposite evidence, link them to the question and come to reasoned judgements about relative importance.

Units 2587 - 2589 Historical Investigations

General Comments

The January session for these units produced some excellent scripts where candidates were able to use their considerable knowledge to evaluate the relevant historical debate in all their answers. Others, however, were less well prepared and their weaker skills and techniques revealed the mistaken approaches to questions which have been addressed in most of the previous reports and in INSET meetings. The repetition of these less successful methods in tackling the questions is frustrating for examiners, especially as these methods can lead to candidates obtaining marks which may not represent their true potential. Some candidates seemed under-prepared and examiners felt they saw more really weak scripts than in previous sessions. Time management did largely seem to be effective. An increasing number of candidates answered the essay question first followed by (ii) and then (i). This approach to the question on the Passages is rarely a sound one, but with the demise of (i) will no longer be an issue.

More candidates than usual compared the wrong Passages in (i), as all examiners reported some instances of this. Some candidates continued refer to provenance in and to introduce unnecessary extraneous knowledge. As this question will not appear in the June papers, at least these poor techniques will no longer be seen.

In (ii) the most frequent example of poor technique was to disregard the Passages and the views expressed therein to concentrate on writing a mini essay on the area of debate. As this question will carry more marks from the June session, candidates need to be fully aware that the initial focus must be on the views in the Passages and that grouping the views and comparison between the views in the Passages is expected as well as the use of contextual knowledge to support or contradict the interpretations. Trying to fit the Passages into the schools of history on a topic is often counter-productive as they are not chosen on this basis. Candidates should also be encouraged to spend time reading the Passages carefully as from June they will have more time for this question. The use of highlighter pens to identify key points in the Passages may be helpful. Candidates should particularly look out for negatives in the Passages or for the inclusion of various views in a single Passage, where the main argument may be to set up one view and then to disprove it. Candidates are expected to reach a supported judgement and to avoid the bland conclusion that all the factors have a similar impact.

In the essay questions, one of the main faults was to avoid the focus in the question. In several instances the dates given in questions were not noted and candidates strayed outside these parameters. Candidates need to accept that they may well have knowledge which they cannot use in their answers, rather than try to cram in all they know. Hence questions on religion under Elizabeth I need not include both Puritans and Catholics, while the morality of the Munich agreement or the assessment of blame for the start of the Cold War will not feature on every question paper.

The quality of written English remained very variable, but most examiners felt that it does not improve, with candidates continuing to make errors in the spelling of words central to the topic they were studying such as Puritan, Parliament or Bolshevik and also in words which appeared on the question paper. Sentence construction, notably the absence of a main verb, was often weak. Some candidates needed to be more careful in their use of tenses, diverting at times into the present tense. Fewer candidates resorted to abbreviations like Liz or Nap. Some candidates were careless about numbering their answers correctly and filling in the grid on the front of the booklet. Standards of handwriting did not improve either and Centres could consider if special provision needs to be made in cases where this is a consequence of a disability.

Unit 2587: Historical Investigations 768 - 1216

There were 90 candidates, 36 answering on Charlemagne and 54 on King John. No letters of complaint were received about this paper.

Charlemagne

- 1 (i) The comparison was centred on how far there was anything new about the revival of learning and some candidates did not observe this but compared the Passages in general terms. Some asserted that the Passages took the same view that there was nothing new and missed the reference in D to *unprecedented*.
- 1 (ii) Again the focus of the question needed to be noticed and some candidates analysed the Passages to consider Charlemagne's motives in improving learning, concluding that reshaping society was not a major motive, without any real discussion of the latter. More successful answers grouped the Passages and maintained that A, C and D did argue, to a varying degree that reshaping society was an aim whereas B did not. These candidates often reached different judgements but, as long as they were supporting their evaluation, all were valid.
- 2 Candidates often had plenty of knowledge about Charlemagne's problems in conquering the Saxons but less information about the recruiting of troops. Hence some dismissed this as a problem in a sentence and moved on to the other factors. The factor identified in the question does need to be given serious consideration for candidates to reach the higher mark bands. Some candidates strayed into the problems faced in conquest in general, often after making the relevant point that Charlemagne was distracted from the Saxons by rebellion or trouble elsewhere in his empire. Long detail on such events was not needed. Some candidates did not do much more than list and explain the problems without trying to assess their relative importance and this, again, prevented them from reaching the higher bands.
- 3 This was a popular question and the debate on the issue was well known by candidates. Some wrote very impressively and had a clear mastery of the evidence which was quoted in some detail. They came to considered and supported judgements, some arguing fiercely that Ganshof was right and others taking the contrary view with equal conviction. This was most encouraging.

King John

- 4 (i) Most candidates were able to pick out the similarities between the Passages and saw that taking hostages in D linked with the treatment of William de Braose and his family and that *his men chose to abandon him* in D matched up with *did not make them fonder of John* in B. Some tried to find differences in that D referred to Arthur and B did not, which was not very helpful and missed the mention in B that de Braose was too powerful and that John was bound to be alarmed, which contrasted with the picture in D of an unreliable and needlessly suspicious ruler.
- 4 (ii) Better candidates grouped the Passages using B and D to blame John and A and C to blame the barons. They were able to use their knowledge well in supported assessment of these interpretations. Some candidates wrote a good deal about the causes of the civil war but did not make much use of the Passages. Some referred to the views of Holt in general terms, rather than to the specific views presented in C. In reaching a judgement, some disregarded the view expressed in the Passages.

- 5 There were well informed candidates who made a strong argument that Philip was responsible by explaining the evidence for Philip and for John and reaching a clear considered conclusion. Different interpretations of the marriage and subsequent events were assessed soundly. As usual, some candidates had a great deal to say about the quarrel with the Lusignans to the neglect of other factors. There were candidates who felt that in some ways it was Philip and in some ways it was John and who were reluctant to reach any kind of definite judgement. Balance in an answer is good but examiners are hoping for evidence of a conclusion being drawn by candidates
- 6 Not all candidates took note of the precise wording of the question. They wrote accounts of why the 1214 campaign failed, sometimes returning to much earlier factors such as Arthur and the Lusignans and in extreme cases such answers would have been more appropriate for question 5. Better candidates compared the impact of John's failings, those of his allies, the circumstances which worked against him and the activities of Philip. Some concluded that John had been unfortunate rather than personally liable, while others maintained he was outclassed by Philip. Some felt no extenuating circumstances could excuse John's failings.

Unit 2588: Historical Investigations 1556 - 1725

There were 713 candidates for this paper, 232 for Philip II, 274 for Elizabeth I, 34 for Oliver Cromwell and 173 for Peter the Great. No letters of complaint were received about this paper.

Philip II

- 1 (i) Some candidates found the wide range of ideas in the Passages a challenge but most were able to find some points of comparison. The rhetorical questions in C confused some candidates and they tended to miss the reference to contemporaries in C and thought that Woodward believed Philip aspired to the crowns of England and France. But there was usually a clear focus on motives which helped to lift the quality of the responses.
- (ii) Better candidates were able to group the Passages and to keep firmly to the issue of consistency. There was plenty of material so candidates were not expected to cover all aspects of Philip's policy in detail. Passage C was least well analysed. More able candidates saw that the references in the Passages to the Dutch Revolt were to illustrate the many demands Philip faced on his resources, but weaker candidates used Philip's policy towards the Dutch Revolt as their prime evidence for his consistency or inconsistency. These reports have always stressed that the Revolt in itself is a matter of domestic rather than foreign policy.
- 2 This was the more popular of the Philip II essays and the better answered, showing sound judgement by candidates. There was good knowledge of the relevant historical debate, but some candidates stated the opposing views but made little comment on them and found it difficult to reach a reasoned conclusion, as opposed to a series of assertions. Knowledge to provide supported evaluation of the debate varied considerably and some candidates stretched administration to include any aspect of Philip's rule from building the Escorial to his view of his monarquia. The Netherlands crept in here, despite a clear reference to mainland Spain. Some candidates explained Philip's work practices but then moved into the debate on how absolute he was and missed the need to focus on effectiveness.
- 3 This question was less well answered, probably because candidates did not have enough information or could not really distinguish between authority and duties. Some ignored the word Spanish and used examples from foreign policy looking at the debate about how far this was religiously motivated. Discussion of Philip's relationship with the Papacy regarding the Spanish church often drifted into Philip's relationship with the Papacy in general. Some candidates could not distinguish between the national and international church.

The Inquisition and the Tridentine decrees were known to many candidates but the Moriscos were less familiar. Historical debate was limited to Kamen's views on the Inquisition in several answers. Some examiners felt this was the least well answered of the essay questions on this paper.

Elizabeth I

- 4 (i) Some candidates failed to focus on the issue in the question and compared the Passages in general terms. Others did little more than list the content of the two Passages and compared their provenance or evaluated their reliability. Better candidates were able to identify the similarities in the Passages with references to the lack of success in Parliament featured in both and saw the implied reference to Elizabeth's control of Parliament in D and the mention of Hatton in C and Whitgift in D as examples of ministerial involvement.
- (ii) Examiners reported that there was a particularly wide range of quality in answers to this question. There were excellent responses which focused well on the issue of support for reform within the Church and saw from the Passages that proponents included the bishops, especially Grindal, godly women, members of the House of Lords and influential laymen. They could then move on to analyse how far these elements could be described as widespread, often using differences in geography or in the period under discussion to inform their conclusions. But other candidates struggled with Passage A despite the assistance given in its introductory steer and missed the importance of the dates of the Passages, which showed how episcopal views changed over the reign. The introduction of the debate about the 'Neale thesis', usually to show there was widespread support for Puritans, was not always effectively argued. References were made to the role of Catholics and to the resistance in 1559 to the Settlement without appreciating that this was not applicable to the entire reign. Some candidates used the evidence of support for Catholicism or the anti-Catholic legislation to maintain that the Puritans were weaker, but this often became assertion rather than argument. Some veered into a discussion of the different types of Puritan, which could be relevantly used, but often was not.
- 5 There were some very well informed answers to this question from candidates who were fully aware of the debate about why Elizabeth remained single and relished the opportunity to write about them and could include plenty of supporting detail. An effective introduction read *"When Elizabeth came to the throne in 1558 she was the perfect bride: beautiful, intelligent, rich, powerful – everything a man could want. Yet she died a 'virgin' and unmarried."* The reference to 'never' in the question was not always adequately explored. But there were also some answers with little knowledge of exactly whom Elizabeth's suitors were and some veered away from the question to write about image or the succession. Some examiners felt that popular television programmes and recent films coloured candidates' answers to the detriment of discussion of the historical debate. Some responses made use of Passages from previous papers but structured their essays entirely around these with no further development. However, examiners felt this had proved a successful question in general.
- 6 The first requirement in this question was to define what Elizabeth was trying to achieve in her policies towards the Catholics. This was not the same thing as assessing how far Catholics were a threat to Elizabeth. Candidates who failed to see what the question was asking rarely produced effective responses. Others, whose approach was more focused, often did not move quickly enough away from the Settlement, or started in 1570 or gave full detail of the plots and Mary, Queen of Scots. The debate about the issue was less well understood than in question 5 and often centred on how successful the Catholic mission was, rather than turning the material round to evaluate Elizabeth's success. Determined candidates even managed to include the Neale thesis. Candidates needed a greater recognition of change through the reign and to identify some turning points.

Oliver Cromwell

- 7 (i) The details of the dissolution of the Rump did not seem to be generally well known to some and candidates found it hard to identify the arguments and relevant points from the Passages. The weaker did not always recognise that B asserted that the Rump was not trying to perpetuate itself. Other candidates picked out the comparisons successfully.
- (ii) The period 1649-53 was not very well known and the Rump's non religious policies were rarely mentioned.
- 8 Candidates knew plenty about Cromwell's early life but were rarely able to use their information to answer the set question effectively. They knew less about his military success.
- 9 Few candidates tackled this question and some considered how far Cromwell relied on the army in general or looked at how far he was driven by ambition and a lust for power.

The small number of scripts on this option means comments are not very full.

Peter the Great

- 10 (i) Most candidates could identify the attitudes in the Passages although some compared the content in general terms and some relied heavily on the wording of the steers for their comparisons. Careless reading hampered others and the significance of dynastic marriage alliances was not always understood.
- (ii) Most candidates were able to group the Passages according to their stance on Peter's achievements and to use cross reference in their evaluation. Some missed the need to focus on exaggerated. The amount of contextual knowledge varied but in some cases it was described by examiners as excellent.
- 11 This question was often not well answered since candidates chose to answer the question of how far Peter solved the problems he faced, rather than assess their seriousness. There was little knowledge of the historical debate, although this is one of the key issues identified in the specification. Candidates produced lists of problems with little analysis or argument. Examiners were cheered by the occasional excellent response which was well-informed and analytical, reaching well-crafted conclusions.
- 12 Most candidates were aware of a range of areas in which Peter attempted to change the nobility in their appearance, their manners and their role in the administration. There was a tendency to concentrate on trivia. Few, however, referred to the attempt to make noble status dependent on state service and answers often lacked factual knowledge.

Unit 2589: Historical Investigations 1799 - 1955

There were 2480 candidates for this paper, 188 for Napoleon, 187 for Gladstone and Disraeli, 176 for Bismarck, 459 for Roosevelt, 384 for Lenin, 612 for Chamberlain and 474 for the Cold War. 2 letters of complaint were received relating to question 13.

Napoleon

- 1 (i) Most candidates made a sound comparison and most understood the Passages. Some spent time unnecessarily on the provenance of the Passages.
(ii) There was a tendency in some candidates to make little use of the Passages but to write a general essay on how far the Consulate was beneficial for French people.
- 2 Very few answers to this question were seen, but not many had any detailed knowledge of Napoleon's Empire or of the debate about its impact.
- 3 Some candidates listed the reasons for Napoleon's downfall without any assessment while others focused on military explanations at the expense of other factors. Some focused on Napoleon with little reference to other factors. Most answers did not include much detail on the 1814-15 period.

Gladstone and Disraeli

- 4 (i) Some candidates paraphrased the Passages, omitting the comparison. Stronger candidates identified both similarities and differences in a sustained way.
(ii) Weaker candidates did not note the word main in the question and so offered a series of reasons without any sense of their relative importance. Better candidates could set Disraeli's role in context. Some thought the question was about how far Disraeli was an opportunist and did not focus on the efficacy of his tactics.
- 5 This was less popular than the question on Disraeli but there were some strong answers which assessed the impact of Liberal measures against the revived and motivated Conservative party. Less successful answers tended to be deficient on one of these aspects. Some wrote extensive descriptions of Gladstone's reforms and only analysed their effect in the conclusion. The widespread discontent with the Education Act was not often used. Some examiners reported that knowledge was insubstantial.
- 6 A number of answers were able to debate pragmatism against principle effectively and could support their points with detailed references. Some candidates credited Disraeli with a determination to promote free trade in his foreign policy along with other, more usual, motives. The focus was largely on the Eastern Question and on events of 1875-78, but the imperial failures did also figure. There were reports suggesting that candidates did not always understand the complexities of the Eastern Question and other knowledge was sparse. Some candidates drifted into a discussion of the morality of Disraeli's policies.

Bismarck

- 7 (i) Most candidates were able to pick out the relevant points and make a reasonable comparison, but some were rather vague and lacked precise points of comparison.
(ii) Candidates often lacked much contextual knowledge and relied on the Passages alone for their analysis. Hence many were confined to Band III at most. Some could not focus on manipulating the Schleswig-Holstein crisis. Better candidates were familiar with Passage A and could use it effectively and this helped their answers to be more fully developed.
- 8 This question tended to produce lists of factors leading to the unification of Germany with few offering any assessment of their relative importance. Stronger candidates could discuss the significance of various factors and there was little resorting to a narrative of events but candidates were able to use their knowledge to offer detailed, supported evaluation.

- 9 There were very few answers to this question, possibly because it drew on material likely to be studied late in the course. Often answers were descriptive, but some could dissect the German constitution looking for absolutist tendencies.

Roosevelt

- 10 (i) The comparison was usually successfully made, but some candidates did not keep to the focus and compared the Passages too generally.
(ii) Candidates were aware of recent re-evaluation of Hoover's role and argued in a balanced way. Some focused more on what he should have done than on the interpretations in the passages. Contextual knowledge could have been stronger in some cases, while others wrote answers largely consisting of contextual knowledge with little reference to the Passages.
- 11 Some candidates did not note the dates in the question carefully and included material after 1932 and in some cases this comprised the majority of the answer. Stronger candidates could argue convincingly in a balanced way and included sound *supporting* detail.
- 12 This question was less popular and knowledge was not always sufficient. Candidates were perhaps readier to write about the New Deal as a whole, rather than concentrate on specific elements within it. Those who did keep to the focus of the question tended to be well informed about agriculture and knew much less about industry.

Lenin

- 13 (i) Despite the lack of a direct reference to Lenin in Passage B, candidates were aware that Lenin introduced the NEP and made clear comparisons. Examiners credited any comparison between the Passages about the NEP in case the lack of a specific mention of Lenin in B had affected performance. Few candidates used the reference in passage B to help from the West as a symptom of Lenin's desperation for aid in 1921.
(ii) Analysis of the Passages was often rather superficial and contextual knowledge was thin. Some candidates resorted to descriptions of the NEP. There were, however reports from examiners that some candidates were very well informed about the NEP and the historical debate about its introduction. The ideology versus pragmatism debate often featured strongly.
- 14 There were few answers to this question and, as seems to happen in most sessions, candidates did not have enough knowledge of the period. The whole of a topic has to be examined over time and candidates should be ready with detailed analysis to attempt a question on pre-1917. Some resorted to descriptions of the 1905 revolution.
- 15 This question, in strong contrast with question 14, was well answered, showing many candidates had a secure knowledge of the facts and could assess the relative importance of a series of factors. Many were able to relate the historical debate to the evidence so that the schools of history approach was used appropriately. Weaker candidates only considered the contribution of Lenin or wrote a general narrative of some of the events in Russia between February and October 1917.

Chamberlain

- 16 (i) Some candidates found it difficult to grasp the main issue in the Passages and their answers were confused. Passage B often led to incorrect assumptions and D was misread as confirming B.

- (ii) Candidates often found this a challenging question with some thin analysis and scant contextual knowledge being characteristic. Passage C was rarely used effectively. Some answers became general essays on appeasement. Stronger candidates argued well about the desirability of an alliance with the Soviet Union and possible consequences of such an alliance.
- 17 Some candidates focused almost exclusively on the Treaty of Versailles, at times suggesting appeasement began in 1919 and others used examples from the Third Reich, outside the terms of the question. More than one examiner reported some very good answers to the question, while others felt the candidates did not have full understanding of the issues and hence made limited responses.
- 18 This question was popular and often well answered although in some cases the schools of history approach was dominant with revisionists, counter-revisionists and *counter* traditional revisionists appearing. Reports have continually stressed that this is rarely the best way to tackle the question. Knowledge of the debate needs to be supported with a strong factual base. Some candidates preferred to answer a question on how far Munich could be justified. This is an area of historical debate, but it is not the only one and candidates should be aware that different aspects of debates are examined in each session. Weaker candidates described what happened at Munich and the events leading up to the meeting.

Stalin

- 19 (i) Some candidates made a general comparison and did not focus on aid to Greece and Turkey, to the extent that some responses did not mention this at all. But most found the Passages accessible and made a full comparison.
- (ii) Most candidates focused well on the historical debate here and some convincing, well-supported judgements were reached. Most focused on exaggerated but only some on grossly.
- 20 This question saw plenty of good answers. A few candidates moved away from the focus on wartime tensions to examine the causes of the start of the Cold War. Some produced a list of disagreements and did not attempt to evaluate which was the main cause of tension.
- 21 This question was seen as more challenging and few candidates had sufficient knowledge. Some began their answers before 1948, writing prepared responses to a different question, usually the debate about who was to blame for the Cold War or why the Berlin blockade took place. Some of the comments on question 18 apply here as well. Others described the events of the blockade but could not assess its importance against others in the specified period. Some candidates did not seem to have much knowledge of events after 1949, but the topic does carry on to 1955.

Units 2590 and 2591: Themes in History

General Comments

459 and 859 candidates were entered for papers 2590 and 2591 respectively, representing an overall increase of 30% on the entry for January 2006. Unfortunately the quality of work produced was less competent than in recent January sessions, particularly in Paper 2591. As always a few candidates produced some outstanding answers but only a small number exceeded 100 out of 120 marks; a higher percentage than usual achieved the middle mark bands and only a minority fell below the E boundary. A large number of candidates did not appear to be totally ready for the exam. The Themes paper assesses candidates' understanding and knowledge of a chosen period and their ability to make judgements about key developments. Although many candidates had a wealth of knowledge at their disposal, most lacked the maturity and understanding needed to apply their knowledge successfully. Far too many essays were unbalanced in coverage, full of brief assertions instead of developed explanations, and all too frequently answers to pre-determined questions. A common failing was for candidates to focus too much on one factor or issue; another weakness was an inability to re-organise the information to fit the question set or to write a formulaic response. No doubt with greater understanding and maturity, with the opportunity to discuss rather than simply learn their work and with more practice at writing two essays, candidates will rectify a number of these weaknesses. Centres are strongly recommended to devote more time discussing the patterns of continuity and change, to focus on assessing key turning points in the period, and to encourage candidates to use their knowledge thematically rather than chronologically when answering questions.

Comments on Individual Questions

Unit 2590: Themes in History 1066 - 1796

Comments have been confined to questions that were answered by four or more candidates.

The Government of England 1066-1216

- 1 Candidates generally failed to make the distinction between local and central government and many also confused 'office' with 'official'. They also wrote extensively on the reasons for the changes. Sheriffs received most focus, followed by the chief justiciars but many candidates did not know what these officials did. Overall this question produced some disappointing results and showed that a many candidates lacked knowledge about the topic.
- 2 Candidates generally stopped at Henry II while some did not make the comparison with earlier reigns. A common problem was for candidates to ignore the question of 'the main turning point' and instead to describe developments with little or no evaluation.
- 3 This question produced the best set of answers. An overall fault was that candidates saw the 'breakdown' too much in the shortcomings of the kings rather than in the ambition of the barons. Some were quick to make the distinction between Stephen, who was described as 'weak', and John, who was described as 'abrasive', but they did not try to explain these terms or relate them to the matter of 'breakdown of English central government'. Some assumed that the connection between *loss of central possessions* and *breakdown of central government* needed no explanation.

Crown, Church and Papacy 1066-1228

- 4 Quite well answered. Most candidates set the personality of both kings and archbishops against other explanations for the changing relations and concluded that, while personality was important, conflicts were sometimes centred on principles or external factors such as papal interests.
- 5 Candidates acknowledged the continuous desire of popes to strengthen the church and their leadership of it, and that the degree of intervention fluctuated according to the nature of popes, the attitude and condition of kings and their relationships with English bishops and archbishops. The question was best approached thematically and answered very competently by several candidates.
- 6 Variable answers. There was some confusion as to what the papal reform movement entailed and how it related to the development of monasticism. As a result there was much irrelevant digression, description of new orders and regurgitation of learned material in several essays. The role of royal and noble patronage and the need for salvation were commonly overlooked.

Rebellion and Disorder in England 1485-1603

- 7 The best essays distinguished trigger (immediate) causes from long-term underlying social and economic causes and showed how the two elements could be inter-connected. Weaker answers narrated a chronology of rebellions or concentrated on just one aspect, and failed to construct coherently organised arguments. Many did not realise that the factor behind a monocausal rebellion must necessarily be the trigger. Several common errors also need addressing. An alarming number of candidates saw the Act of Supremacy rather than the Dissolution as the main cause of the Pilgrimage of Grace; a lot of candidates claimed that this was really a political revolt and hardly mentioned the religious element; and few seemed aware of the vast range of social and economic factors involved. Many candidates seemed unaware that religious causes were not apparent 'throughout the Tudor period'; and a large number of candidates either omitted Ket's rebellion or dismissed it as 'another rebellion where economic and social causes were evident'.
- 8 This was the least popular of the trilogy and poorly answered. Many candidates turned it into a question about political instability resulting from government policies. Few were able to discuss appropriate government legislation and even those candidates who realised what was required found themselves short of examples. Ironically candidates who had just answered Question 7 and had referred to the effects of Somerset's enclosure proclamations and the Elizabethan poor laws failed to see that these were examples of government legislation. Centres are reminded that this topic is as much about understanding order and stability in Tudor England as it is about explaining disorder and rebellion.
- 9 Most candidates showed a good grasp of understanding change over time even though the majority focused very heavily on causation to the detriment of other factors. Indeed elements of rebellions such as their size, leadership, organisation, location and support, both domestic and external, all of which had a bearing on the continuous or changing 'nature' of rebellion, were all but ignored in weaker essays. The question was a good discriminator of candidates' ability to organise their knowledge thematically. Weaker responses generally went through the period chronologically, without looking at either change or nature.

England's Changing Relations with Foreign Powers 1485-1603

- 10 Candidates wanted to assess the importance of Anglo-Scottish relations and as a result many were less comfortable thinking about the Auld Alliance and in particular its effect on Tudor foreign policy. The focus of the question was therefore skewed in a number of answers. Weak responses provided a very uneven coverage and some displayed a remarkable ignorance of events in Henry VII's reign and were very uncertain about activities under Henry VIII and Somerset.
- 11 Most candidates viewed both elements as being important but saw national security as a constant factor. For some 'national security' became 'political or dynastic security', which was acceptable. Better efforts tried to show how the chosen factor changed as the period wore on but weaker answers simply selected one of the factors, described it and then asserted that it was important. Many candidates, however, viewed 'economic gains' purely in terms of finance and so omitted key developments in domestic and overseas trade.
- 12 The most popular question in this set and generally well answered. Better essays assessed (compared and evaluated) reasons; weaker responses asserted (described and narrated) explanations. The key moment for many was the divorce but for others the accessions of Elizabeth and Philip II were pivotal, which led in some cases to imbalanced answers. While many responses mentioned Anglo-French relations and Mary Queen of Scots, weaker candidates failed to consider the Elizabethan privateers, especially Drake, and more surprisingly the Revolt of the Netherlands as causes of deterioration. Interestingly many answers were much better at explaining why the relationship was mostly quite good rather than why it deteriorated.

The Development of Limited Monarchy in England 1558-1689

- 13 There were a few attempts to demonstrate that there were differences in reasons from time-to-time. Some explanations, however, stressed that some reasons were more important than others. More often, however, reasons were advanced but not placed in order of importance, or addressed thematically. 'Work with' was not considered and there was little on James I. The standard answer to this question was an account of the occasions on which the crown and parliament had difficulties. As in question 12, candidates found it easier to deal with positive relations rather than those that were less satisfactory.
- 14 There were misunderstandings about Laudianism. It was inaccurately characterized as 'bells and smells' whereas the 'beauty of holiness' was either overlooked or little understood. More relevant efforts considered the general history of religion, though these were occasionally no more than a frantic scribble through a learned list of religious issues. A couple of attempts focused on the impact on the monarch rather than on the development of the monarchy.
- 15 Most candidates began by asserting that the monarchy was the keystone of the arch of government. However, there were also some real attempts to answer the question set and several candidates produced some very good thematic comparisons across the period.

Dissent and Conformity in England 1558-1689

No candidates

The Development of the Nation State: France 1498-1610

No candidates

The Catholic Reformation in the Sixteenth Century

- 22** A number of candidates responded to this question as if it were about papal achievements and failed to adapt their knowledge to the question set. Several responses had insufficient details to illustrate very general points and so their arguments were left largely undeveloped. Most candidates focused on the internal condition of the Church but surprisingly few realised that the growth of Protestantism was one of the most serious difficulties facing the Papacy for much of the sixteenth century.
- 23** A good response to a popular question. The best answers provided a good comparative evaluation; others tended towards providing sequential accounts with any comparison left to the conclusion. The weakest essays were factual accounts with a disproportionate focus on the Jesuits. There was also a lot of ignorance on display from candidates who had learned their notes inaccurately in respect of their spelling and their factual content.
- 24** Generally not well done. The best answers addressed a range of factors and countries but many candidates lacked knowledge and understanding and were unsure how to approach the question. Few mentioned Scandinavia as a Protestant stronghold while none pointed to the southern Netherlands as an outstanding success on the scale of Poland. Overall, answers tended to state that Italy and Spain were more successful breeding grounds for the Counter-Reformation than places like Holland, North Germany and Switzerland but candidates were often at a loss to explain why. Although many candidates wrote that Spain had a 'strong Catholic monarch', they seldom explained why this did/not make a difference.

The Decline of Spain 1598-1700

No candidates

The Ascendancy of France 1610-1715

- 28** Candidates tended to limit their discussion to the 'estates', which meant that their understanding of 'social groups' – and the question – was also limited. The answers also tended to say that the 'social groups' were affected by the ascendancy of France but most failed to explain how.
- 29** Some answers went through areas of policy and asserted that they did/not alter the direction of French domestic policy. Others wrote that 'French domestic policy was foreign policy-led' which was often the prelude to a lengthy, pre-learned account of foreign policy. Some weaker essays were confined to Mazarin.
- 30** Decent answers began with a version of Bodin's definition of absolutism. Good candidates adopted a thematic approach and looked at the control of ministers, nobility, finance and religion. A few inappropriately expounded the methods by which absolutism was developed, or submitted essays which never got off the ground because candidates did not state what they understood by absolutism.

From Absolutism to Enlightened Despotism 1661-1796

- 31** Only 3 candidates attempted this question.
- 32** How candidates handled the concept of absolutism was crucial to doing well. Most of the answers began with a definition followed by statements about Peter and Catherine. Some then traced the themes through the period - government, relations with the church, nobility. A more usual approach was to make statements about Peter followed by some less knowledgeable information on Catherine. Weaker efforts concentrated on the differing

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personalities of the two monarchs or they failed to focus on absolutism and instead wrote about how far Russia changed under Peter and Catherine.

- 33** A definition of the Enlightenment assisted candidates who set about assessing its impact on different groups and at different levels of French society but few had a good grasp of enlightened ideas and there was much confusion as to the impact. Too many candidates focused on political developments under Louis XIV, Louis XV and Louis XVI, without seeing if they had any connection with the Enlightenment. Few discussed the events of 1789.

Unit 2591: Themes in History 1763 - 1996

Comments have been confined to questions that were answered by four or more candidates.

Britain and Ireland 1798-1921

- 1** A popular question and generally well answered. The best candidates kept a balance between the two periods and the two forms of nationalism. Some made the point that nationalism was most successful when it combined the two approaches eg. the New Departure. Weaker candidates produced a narrative account of revolutionary events with only superficial explanations such as 'they failed through lack of support'. The impact of the Roman Catholic Church as a restraining influence was rarely mentioned and British weakness after 1918 was poorly addressed.
- 2** Another popular question that produced a lot of very good answers. Many candidates provided a sharp discussion of motivation and the nature of generosity, and tackled the question thematically. Weaker candidates did not focus on 'generous' and turned the question into a discussion of 'concession versus coercion'.
- 3** The least popular of the set. The key to a successful answer was to focus on 1912 and to link it to events after 1914 and with earlier turning points. Several candidates compared it with 1801, 1829, 1845-49, 1886 and 1921, and scored well. Weaker responses dismissed 1912 in a single sentence and did not understand the difference between Home Rule and independence.

War and Society in Britain 1793-1918

An insufficient number of candidates answered this topic to merit a report

Poor Law to Welfare State 1834-1948

- 7** Well answered. Most candidates maintained the focus on 'poverty' and avoided the common pitfall of drifting into public health and housing. Better responses saw similarities between the 1830s and 1930s but weaker answers had only a vague understanding of the significance of the Liberal reforms of 1906-11.
- 8** An insufficient number of candidates answered this question to merit a report
- 9** Most candidates could give reasons for government intervention and had a fair grasp of supporting factual material. Only the better essays focused on 'assess' and were able to compare the motives and reasons behind the changing trends.

The Development of Democracy in Britain 1868-1992

An insufficient number of candidates answered this topic to merit a report

The Development of the Mass Media 1896-1996

- 13 A popular question in this set and generally well answered. Most candidates evaluated the impact of American influences and set them against other factors such as social change and government pressure. What usually distinguished the better essays was how well they evaluated a range of appropriate examples.
- 14 Another popular and well answered question. How governments handled the media during periods of warfare and the General Strike characterised many of the better essays. Weaker responses often failed to demonstrate the concepts of continuity and change, and showed a poor grasp of chronology.
- 15 This was the least popular of these questions and not well done. Many candidates failed to see that a comparison was required but instead wrote an account of how the mass media has influenced popular culture. Knowing how to respond to 'turning point' questions remains a common weakness among many candidates.

The Changing Nature of Warfare 1792-1919

- 16 Candidates who study this topic would be well advised to organise their arguments thematically not chronologically. While much time is usually devoted to discussing developments in the Napoleonic era, insufficient coverage is often given to the major features of the First World War. This question required a synoptic assessment of the 'quality and training of ordinary soldiers' but most candidates dismissed this element in favour of weapons, leadership and resources. Many answers also lacked appropriate examples to support a point.
- 17 Transport was handled reasonably well in a number of essays with railways being critically assessed in the context of the 'conduct of war'. Communications, however, were not addressed so competently, particularly by candidates who approached the question chronologically. Again, developments in the First World War were frequently downplayed.
- 18 An insufficient number of candidates answered this question to merit a report.

The Challenge of German Nationalism 1815-1919

- 19 A well-answered question. Candidates discussed the nature and support for nationalism, and reasons for its fluctuation, but usually in chronological format. Better essays focused on 'consistently'. Weaker responses had problems interpreting 'popular cause' and many assumed the cause was popular throughout the period.
- 20 Some very good answers. Most placed Bismarck ahead of William II and Metternich but few saw positive and negative achievements in all three rulers. The key to a successful answer was often to define 'managed' and to assess the aims, methods and results of each ruler. Those who compared them synoptically scored best of all.
- 21 The least popular of this set. Most candidates experienced difficulty in handling the command to 'assess', and instead drifted into irrelevance. Few were able to illustrate 'other German states' apart from vague generalisations to southern and/or northern Germany.

Russian Dictatorship 1855-1956

- 22 Quite a popular question but not well answered for two reasons. Firstly, many candidates saw any key development as a turning point without assessing its significance in relation to earlier and later developments. Secondly, some candidates ignored 'Russian government' and instead assessed all policy changes in Russia in the hundred-year period. A minority

of candidates also knew little about the fall of the Provisional Government; some even saw this as the end of the Romanov dynasty. Others stated simplistically that communism was just a continuation of the tsarist system, and failed to point out and explain the key differences.

- 23** Most candidates agreed that change was usually imposed from above and gave plenty of examples in support. They were less able to balance this view with explanations and examples of changes resulting from popular demands and pressures from below. The stock answer looked at the 1905 and 1917 revolutions but better candidates were also able to look at influences in both tsarist and red Russia when rulers and governments may have been pressured into implementing reforms, such as in 1861, 1905, 1917 and 1921. Many weaker candidates did not understand what 'change from above' meant and some confused 'imposition of change' with 'influence on change'.
- 24** Candidates needed to do more than refer to the peasantry, and most did, but their knowledge of urban industrial groups was variable. Surprisingly, while most considered the 1890s and 1900s as a time of industrial activity, many ignored the 1930s. The key to a good answer was to focus on 'suffered' and to compare groups under the tsarist and soviet regimes. Better candidates also saw a difference in scale and direction between Lenin, Stalin and Khrushchev. There is still a tendency for candidates to judge conditions stereotypically, especially in respect of the Soviet Union under Stalin. Most were obsessed with human suffering and few considered some of the more positive aspects of this era, such as education, health and worker incentives.

The Struggle for the Constitution 1763-1877

- 25** A popular but not well-answered question. Some candidates were very knowledgeable and wrote expansively about the party system but they lacked the skill needed to link their material to the 'development of the Constitution'. Weaker candidates had little knowledge of the Constitution of 1787 and the Bill of Rights and could not assess the relative contributions of political groups and parties or compare them with factors such as the role of presidents, Congress and Supreme Court in the course of the period.
- 26** While slavery was the predominant focus of most answers, too many candidates saw it as the only issue that divided North and South. Other factors such as states' rights and economic problems were mostly ignored, and the decade of the 1850s was largely overlooked.
- 27** The least popular of this set. Knowledge of the Supreme Court was not well understood nor its role in the development of federal power. *Marbury v Madison* was usually discussed, and some noted the significance of the *Dred Scott* case, but hardly anyone knew the importance of *McCulloch v Maryland* (1819). Many tried to use their knowledge on the role of the president but did not always make it relevant to the question.

Civil Rights in the USA 1865-1980

- 28** There was a lack of coherence in weaker essays as candidates wrote at length on particular presidents, notably Johnson, Roosevelt and Kennedy, but knew little about early and late twentieth century presidents. F. D. Roosevelt was generally praised though supporting evidence was not always convincing; Wilson was frequently condemned because he was a racist. Some candidates preferred to talk about other factors and a number struggled to deal with both 'help' and 'hinder'. Only the best candidates offered a balanced assessment which, in several cases, involved assessing presidential motivation.
- 29** Not well answered. A minority of candidates had a high level of knowledge and handled the concept of continuity and change with skill. The majority, however, knew little about the

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1890s apart from the Homestead and Pullman strikes, and instead focused their answer on the 1930s, sometimes exclusively. Knowledge of events after 1945 was generally at a premium. Any comparative assessment of turning points usually lacked conviction and was frequently incoherent.

- 30** Answers were very variable and frequently poor. A small number of Centres have addressed the topic on ethnic minorities in a very effective way and their candidates usually produce good answers. They tend to track the main similarities and differences between Asians and Hispanics across the whole period and assess their developments thematically. Most candidates, however, had a very vague understanding of the main changes over time, they struggled to organise their material effectively and, although they knew more about Asians than Hispanics, they did not compare them politically, socially and economically.

**Advanced GCE History
January 2007 Assessment Series**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2580	Raw	60	45	40	35	30	25	0
	UMS	120	96	84	72	60	48	0
2581	Raw	60	45	40	35	30	25	0
	UMS	120	96	84	72	60	48	0
2582	Raw	60	44	39	34	29	25	0
	UMS	120	96	84	72	60	48	0
2583	Raw	45	36	31	26	22	18	0
	UMS	90	72	63	54	45	36	0
2584	Raw	45	36	31	26	22	18	0
	UMS	90	72	63	54	45	36	0
2585	Raw	45	34	30	26	23	20	0
	UMS	90	72	63	54	45	36	0
2586	Raw	45	34	30	26	23	20	0
	UMS	90	72	63	54	45	36	0
2587	Raw	90	66	59	52	45	39	0
	UMS	90	72	63	54	45	36	0
2588	Raw	90	66	59	52	45	39	0
	UMS	90	72	63	54	45	36	0
2589	Raw	90	66	59	52	45	39	0
	UMS	90	72	63	54	45	36	0
2590	Raw	120	89	80	71	63	55	0
	UMS	120	96	84	72	60	48	0
2591	Raw	120	89	80	71	63	55	0
	UMS	120	96	84	72	60	48	0

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
3835	300	240	210	180	150	120	0
7835	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

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	A	B	C	D	E	U	Total Number of Candidates
3835	16.39	45.67	73.30	89.13	99.08	100.00	543
7835	12.36	48.32	82.02	95.51	100.00	100.00	89

632 candidates aggregated this series

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

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