

History

Advanced GCE **A2 7835**

Advanced Subsidiary GCE **AS 3835**

Mark Schemes for the Units

January 2010

3835/7835/MS/R/10J

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

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

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

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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

© OCR 2010

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

CONTENTS

Advanced GCE History (7835)

Advanced Subsidiary GCE History (3873)

MARK SCHEMES FOR THE UNITS

Unit/Content	Page
AS/A2 History Syllabus-Specific Marking Instructions	1
2587 Historical Investigations 768 – 1216	20
2588 Historical Investigations 1556 – 1725	24
2589 Historical Investigations 1799 – 1955	32
2590 Themes in History 1066 – 1796	47
2591 Themes in History 1763 – 1996	61
Grade Thresholds	77

AS/A2 History Syllabus-Specific Marking Instructions

AS/A2 HISTORY

January 2010

Unit 2580 SYLLABUS-SPECIFIC MARKING INSTRUCTIONS

Examiners should refer to OCR's *Instructions for Examiners* for more detailed guidance.

1 THE ASSESSMENT OBJECTIVES

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

2 THE ASSESSMENT OF SCRIPTS AND THE ESTABLISHMENT OF BANDS

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

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

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

Examiners should seek the advice of Team Leaders about unusual approaches to a question.

3 GENERIC MARK BANDS

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

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

Mark each answer individually. Do not be swayed by impressions gained from marking other answers in the script or other candidates from the same Centre or scripts from another Centre.

Units 2580-2586

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

Units 2587-2593

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

Units 2590-2591: Provisionally award the top mark and then moderate up or down according to the particular qualities of the answer.

Mark each answer individually. Do not be swayed by impressions gained from marking other answers in the script or other candidates from the same Centre or scripts from another Centre.

4 QUESTION-SPECIFIC MARK SCHEMES

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

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

5 ASSESSING STRUCTURED QUESTIONS AND ANSWERS GIVEN IN NOTE-FORM

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

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

6 POSITIVE MARKING

Examiners must be positive in marking what is written, without being influenced too much by omissions. Marks must represent what a candidate has accomplished, not what her/she has failed to do. Even the most successful answers may have omissions which could have been rectified had more time been allowed. **Examiners must not 'penalise'** (ie. subtract marks from what answers are otherwise worth). Candidates penalise themselves by failing to gain marks (e.g. for accuracy and relevance).

Question-specific mark schemes alone indicate any omissions that will affect marks awarded or any ceilings to be applied. Mark positively by rewarding what has been written.

When things go wrong, it is usually because an undue severity creeps in when omissions and errors are looked for (marking negatively).

7 USE OF THE FULL RAW MARK RANGE

Examiners use the full mark range to reward work appropriately, to enable candidates to be ranked in order of merit and avoid bunching, and to ensure that raw marks convert appropriately to UMS after grading. This is an invitation neither to be generous at the top nor to under-mark at the bottom.

8 MARKING SCRIPTS

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

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

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

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

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

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

Comments on scripts

The comment at the end of an answer should reflect its qualities as defined by the Mark Bands so quote from them. Comments help you to arrive at a fair mark and indicate to senior examiners how your mind has been working. Marks and comments must be substantiated unequivocally from scripts.

Examiners should use a professional, business-like and straightforward style. Always use:

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

Always avoid:

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

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

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

- use of time and/or length of answers;
- presentation and use of language;
- rubric infringements;

Do **not** make:

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

9 RUBRIC INFRINGEMENTS AND INCLUSIONS FROM CENTRES

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

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

Centres are responsible for requesting special consideration for individual candidates. Such cases are dealt with directly between the Centre and OCR. Requests for special treatment sent with scripts must be ignored in your marking and forwarded directly to OCR.

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

10 OVERALL

Mark consistently, periodically refreshing yourself via the standardisation scripts and the Generics.

Pace your marking, follow a regular timetable and avoiding the need to mark many scripts in limited time or when fatigued. If difficulties arise, inform your TL at once so alternative arrangements can be made.

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

Contact OCR with admin problems and your TL on marking issues. Examiners must never contact a Centre.

**Our secondary educational system is built around external assessment.
Students, parents, teachers, FE and employers all depend on volunteers to mark the exams.**

Thank you very much for being an examiner.

GENERIC MARK BANDS

Units 2580-2582

AS DOCUMENT STUDIES

- In Bands I-III, provisionally award the top mark in the Band and then moderate up/down, while
- In Bands IV-VII, provisionally award the middle mark in the Band and then moderate up/down [see Marking Instructions #5].
- Remember that you are looking for the 'best fit', not a perfect fit.
- Time is limited. Candidates may begin answers **without an introduction**.
- The quality of English can **NEVER** be the sole criterion to use a lower Band.
- Glosses in [] exist to aid “a well-founded and common understanding of the requirements of the markscheme.” (Code of Practice 2005, #4.17).

Question (a)

BAND/20: Comparison

NB Contextual knowledge is NOT required for (a), but credit should be given for any which is used relevantly and effectively.

- I (18-20) The response provides a genuine comparison and/or contrast about most of the qualities of authenticity, completeness, consistency, typicality and usefulness in relation to the question. Areas of agreement and/or disagreement are discussed. The argument shows judgement. The writing shows accuracy in grammar, punctuation and spelling.

[‘genuine comparison and/or contrast’ means both content (area of agreement and/or disagreement) and provenance. The list of qualities is not exhaustive & they do not all need to be discussed. A judgment ‘as evidence’ or on the relative extent of support is expected]

- II (15-17) The response provides an effective comparison and/or contrast. The judgements are supported by appropriate references to internal evidence. The answer is relevant but the answer lacks completeness and the full range of the available comparative criteria. The writing mostly shows accuracy in grammar, punctuation and spelling.

[‘internal evidence’ means appropriate references to both content and provenance (the introductions and/or attributions)]

- III (12-14) The response provides a comparison and/or contrast but makes limited links with the Sources. The answer is relevant, but the organisation of the answer is uneven. The quality of the answer is satisfactory rather than sound. The writing generally shows accuracy in grammar, punctuation and spelling.

[‘limited links with the Sources’ means either too much focus on content or on provenance so the comparison is uneven. Where ‘the organization’ is uneven, the comparison will be confined to the second half of the answer or simply to a concluding paragraph]

- IV (9-11) The response attempts a comparison and/or contrast but the comments are largely sequential and with few points of internal analysis or discussion of similarities and/or differences. The answer is largely relevant. The organisation of the answer is limited.

The writing usually shows accuracy in grammar, punctuation and spelling but will contain some careless errors.

[Sequencing prevents comparison. Band IV is to be used if there is some element of sequencing but there are a few points of internal analysis (comparative provenance) and/or a few comments on the similarity/difference in content]

- V (6-8)** The response provides a very basic answer to the question and can identify some points of agreement and/or disagreement. The comparison and/or contrast is mostly implicit. There may perhaps be significant irrelevance. The writing shows some accuracy in grammar, punctuation and spelling but will contain frequent errors.

['very basic answer' means sequencing is especially prevalent. The answer will, however, identify one or more very basic points of comparative content or provenance, even if only implicitly]

- VI (3-5)** The response is very limited in its commentary, organisation and relevance. There may be very basic paraphrase which lacks a genuine attempt to provide a comparison and/or contrast. The writing shows significant weakness in the accuracy of grammar, punctuation and spelling.

- VII (0-2)** The response is extremely limited in its commentary, organisation and relevance. There is no attempt to provide a comparison and/or contrast. The answer is irrelevant. The writing shows very major weakness in the accuracy of grammar, punctuation and spelling.

Question (b)

BAND/40: Context

- **Answers using Sources but no own knowledge may not be put in Bands I or II.**
- **Answers using own knowledge but no Sources may not be put in Bands I to III.**

- I (36-40)** The answer contains a good balance between analysis of all four Sources and of independent ('own') knowledge which is used appropriately and effectively in relation to the question. (This independent knowledge does **not** require lengthy descriptions but brief and pertinent references to support the argument.) There is a clear judgement on the question. There may be some indication about the limitations of the Sources or what may be required to add to their completeness and explanatory power. The strongest answers **may** offer views on the general consistency and completeness of the Sources as a set, as well as individually, but this is **not** a pre-requisite for Band I.

[Band I answers are likely to use their own knowledge to extend and enrich the quality of source evaluation]

- II (30-35)** The answer contains a fair balance between analysis of at least three of the Sources and of independent ('own') knowledge, although the comment may not be complete or fully developed, and the judgement on the question may not be entirely convincing. There may be some imbalance between discussion of the Sources and use of external analysis. The writing mostly shows accuracy in grammar, punctuation and spelling.

['own' knowledge should be focused on the key issue of the question]

- III (24-29)** The response attempts to address the Sources and deploy independent ('own') knowledge, although the balance between them may be uneven. The argument is

fairly clear, but the comments may not be fully sustained and the overall judgement may be incomplete. The organisation of the answer is uneven. The writing generally shows accuracy in grammar, punctuation and spelling.

[‘attempts to address the Sources’ means Sources are largely used for reference and illustration of an argument rather than for analysis and evaluation of the argument (the characteristics of Bands I and II)]

- IV (17-23)** The response shows a clear imbalance between source analysis and use of independent (‘own’) knowledge. These aspects are not linked effectively into an argument. The Sources are discussed sequentially; a basic argument is provided, but overall judgement on the question is very limited. The writing usually shows accuracy in grammar, punctuation and spelling but will contain some careless errors.

*[‘clear imbalance’ does **not** mean completely unbalanced between use of Sources and own knowledge. It means **more** imbalance than in Band III. Sources discussed sequentially are unlikely to establish a sense of different views, but ‘grouping’ might coincide with Source order (A and B v. C and D) - examiners are to watch if this is the case]*

- V (11-16)** The response provides little comment on the context of the key issue. There is some evidence of knowledge of the key issue, but the relevance is implicit with a limited attempt to analyse the Sources. The argument lacks a coherent structure. The writing shows some accuracy in grammar, punctuation and spelling but will contain some frequent errors.

*[There is likely to be a clear imbalance here between Sources and own knowledge. Although there will be little comment on the context of the key issue there will be **some**, just as there will be some awareness and evidence of the key issue. Sources will largely be used for reference and illustration of an argument (i.e. rather than for analysis and evaluation of the argument). Judgement will be skeletal if present at all]*

- VI (6-10)** The response shows serious weaknesses in knowledge and the ability to handle Sources and independent (‘own’) knowledge. The attempt to address the question will be very limited, and the argument may be fragmentary, and there may be serious irrelevance and frequent errors of fact and understanding. The writing shows significant weakness in the accuracy of grammar, punctuation and spelling.

- VII (0-5)** The response shows extremely serious weaknesses in knowledge and the ability to handle Sources and independent (‘own’) knowledge. There is no attempt to address the question. There is no argument. The answer is irrelevant. At least most of the fact and understanding are wrong. The writing shows very major weakness in the accuracy of grammar, punctuation and spelling.

GENERIC MARK BANDS

Units 2583-2586:

AS PERIOD STUDIES

NB

Examiners are reminded that

- for answers in Bands I-III, provisionally award the top mark in the Band and then moderate up or down according to the qualities of the answer. For answers in Bands IV-VII, provisionally award the middle mark in the Band and then moderate up or down according to the qualities of the answer.
- they are looking for the 'best fit', not a perfect fit, in applying these Generic Mark Bands [see General Marking Instructions #3].
- they are marking out of 45. OCR's computer will double the mark on grading so that the paper is out of 90.
- the quality of the English (grammar, spelling, punctuation) is NEVER to be used as the sole criterion to pull an answer down into a lower Band.
- if a candidate discusses the wrong topic (e.g. evaluates foreign policy when the question asked for domestic or analyses William II when the question was on William I) but writes sensibly about that wrong subject, examiners may award up to the top of Band VI.

Band/45: Perspective/Evaluation

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

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

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

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

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

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

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

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

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

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

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

V: 18-22 The response discusses some key issues in the question but only at a very basic level. The answer might include a series of valid and relevant but largely unsupported points. There might be significant omissions. The answer shows some adequacy in its level of understanding and is descriptive or narrative in approach. The quality of historical knowledge supporting the argument is limited but is mostly communicated in a competent manner. The organisation is uneven. There is some irrelevance but most of the answer focuses on the question. The writing shows accuracy in grammar, punctuation and spelling but contains some frequent errors.

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

GENERIC MARK BANDS

Units 2587-2589: HISTORICAL INVESTIGATIONS

Examiners are reminded that

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

Answers require some broad understanding of historical debate, but never depend on any reference to the views of particular historians (pertinent references to such will, however, be given credit - as in any AS/A2 Unit). **Demonstration of a broad understanding of historical debate does not involve anything very sophisticated: even hints and fragments of it in an answer will meet the criterion for AO2 and satisfy the demands of the top Bands.**

PASSAGES QUESTION

NB

- Answers which make absolutely no use of/reference to historical debate may NOT be put in Band I, however good the general quality of their analysis and evaluation.
- Answers which use the Passages but no own knowledge may not be put in Band I.
- Answers which use own knowledge but make no use of the Passages may not be put in Bands I or II.
- The quality of English (grammar, spelling, punctuation) is NEVER to be used as the sole criterion to pull an answer down into a lower Band.
- Glosses in [] have been added to aid “a well-founded and common understanding of the requirements of the markscheme.” (*Code of Practice*, #4.17).

BANDS I-VII/45: Contextual Evaluation

- I (36-45) The response **focuses very sharply on the key issue** in the question, using good and very relevant references to the Passages and contextual material. Contextual knowledge is used **very appropriately and effectively** in relation to the question. (This contextual knowledge does **not** require lengthy descriptions but brief and pertinent references to support the argument.). The answer **contains a very good balance** between Passage and contextual evaluation in **reaching a judgement** about the issue. There is **clear and substantial evaluation** of the different historical interpretations involved by comments on the validity of the arguments in the Passages using the other Passages or own knowledge (**not** all the Passages need to be evaluated). The writing is fluent and uses appropriate historical vocabulary. The answer shows accuracy in grammar, punctuation and spelling.

[‘A very good balance’ means that evidence for the final judgement is drawn both from the Passages and from contextual knowledge but not that the whole response must be equally balanced between use of the Passages and contextual knowledge. Own knowledge need not be extensive or exhaustive as long as it provides supported evaluation of the views in the Passages. The Passages need not necessarily all be evaluated, although the main views expressed in them should be. The degree to which this is done successfully may help to decide where in the Band the answer should be placed.]

- II (31-35)** The response **focuses on the key issue** in the question, using very relevant references to the Passages and contextual material. The quality of the contextual comments and some aspects of the internal analysis of the Passages, whilst sound, will be **less rigorous** than in Band I. There is a **fairly clear and fairly full evaluation** of the different historical interpretations involved and a **judgement is reached**. Most of the writing is fluent and uses appropriate historical vocabulary. The answer mostly shows accuracy in grammar, punctuation and spelling.

[Answers in this Band are likely to be less well developed in some way. The Passages may be less well used, one view may be barely evaluated, the judgement may be based mainly on the Passages or contextual knowledge may not be equally well linked to the Passages. The Passages should be the main focus of the answer and there should be some supported evaluation, but it does not need to be lengthy.]

- III (27-30)** The response **considers the interpretations** in the Passages and deploys some contextual knowledge. The argument is clear, but comments will be **thinner** and overall **judgements less effective** than in Band II. The organisation of the answer is **uneven**. There is a **reasonable degree of evaluation** of different interpretations involved. The writing is generally fluent and historical vocabulary is usually appropriate. The grammar, punctuation and spelling are usually accurate.

[Answers may consider the views in the Passages in general terms without much detailed reference. The judgement may be incomplete or not made at all or all the factors/arguments may be seen as equally valid/important. There may be quite limited use of contextual knowledge, or it may not be wholly relevant to the key issue, leading to incomplete, unsupported evaluation. The argument should be mostly clear.]

- IV (22-26)** The response shows **considerable imbalance between** Passage evaluation and contextual knowledge. A **basic argument** is provided. The Passages may be largely used to **illustrate the argument** put forward and not as the focus of the answer. There is **some attempt at evaluation** of the different historical interpretations involved. The writing may lack fluency and there may be some inappropriate historical vocabulary. The answer usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.

[Imbalance means a response where the contextual knowledge is the main focus and the Passages are glanced at in passing, often to confirm the arguments put forward from own knowledge. Alternatively there may be some interpretation of the Passages which is linked to the key issue but no real evaluation. Some confusion may creep into the argument.]

- V (18-21)** The response shows **some evidence of knowledge** of the key issue, but may make **little use** of the Passages. The answer **lacks coherent structure** but the direction of the attempted argument is **mostly relevant**. There is **little evaluation** of different interpretations involved. The writing contains some inappropriate historical vocabulary. The answer contains frequent errors in grammar, punctuation and spelling.

[Answers may describe the Passages, perhaps with little reference to the key issue or to the interpretations in the Passages. The argument may not carry much conviction or be made clearly. Contextual knowledge may not be well related to the key issue or indeed to the Passages. Evaluation will probably be slight.]

- VI (10-17)** The response shows **serious weaknesses in knowledge** and ability to handle contextual questions. The argument may be **fragmentary**. There may be **serious irrelevance**. The writing contains very inappropriate historical vocabulary. The answer shows very significant weakness in the grammar, punctuation and spelling.

[These answers are not likely to be focused on the key issue and the argument may be impossible to follow. There may be misunderstanding of the Passages.]

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

ESSAY

NB

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

BANDS I-VII/45

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

- III (27–30) The response reflects clear understanding of the question and a **fair attempt** to provide an appropriate argument and factual knowledge. The approach contains **analysis or explanation but it may be inadequately supported**. There is a reasonable grasp of the elements of the debate which bears upon the topic, and this is to a degree integrated into the overall approach. The answer is mostly relevant. The answer may **lack balance and depth** in factual knowledge. Most of the answer is structured satisfactorily but some parts may lack full coherence. The writing is generally fluent and the historical vocabulary is usually appropriate. The grammar, punctuation and spelling are usually accurate.
- IV (22–26) The response indicates an **attempt to argue relevantly**. The approach may depend more on **some heavily descriptive or narrative sections** than on analysis or explanation, which may be limited to introductions and conclusions. There **is some knowledge of the historical debate** which bears upon the topic, but this may be **'bolted-on'** to the other material. Alternatively, the answer may consist largely of **description of schools of thought** that is not well directed at the specific question and is not well supported factually. Factual material may be used to **impart information** or describe events **rather than to address directly** the requirements of the question. The structure of the argument could be organised more effectively. The writing may lack fluency and there may be some inappropriate historical vocabulary. The answer usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.
- V (18–21) The response offers **some elements of an appropriate answer** but there is little attempt generally to link factual material to the requirements of a question. The approach **lacks analysis and explanation** and the quality of the description or narrative, although mostly accurate and relevant, **is not linked effectively to the answer**. There may be **some hints of the historical debate** which bear upon the topic, but it will probably be poorly understood. Alternatively, there may **be extensive description of schools of thought** that is only slightly directed at the specific question. The structure of the argument shows weaknesses in organisation and the treatment of topics within the answer is unbalanced. The writing contains some inappropriate historical vocabulary. The answer shows some accuracy in grammar, punctuation and spelling but contains frequent errors.
- VI (10–17) The response is not **properly focused on the requirements** of the question. There may be many **unsupported assertions**. The argument may be of very **limited relevance** and there may be **confusion about the implications** of the question. There will be **no sense of the historical debate** on the topic. The answer may be largely **fragmentary and incoherent**, perhaps only in brief note form. The writing contains very inappropriate historical vocabulary. The answer shows very significant weakness in the accuracy of grammar, punctuation and spelling.
- VII (0–9) The answer demonstrates a **completely unsatisfactory attempt** to convey relevant knowledge and understanding of the general topic and of the historical debate on it. There is **no attempt to answer** the question. There is **no argument and no supporting evidence** for any assertions. The answer is irrelevant and/or incoherent, perhaps in note form. The writing shows very major weakness in the accuracy of grammar, punctuation and spelling.

The following question-specific content is indicative only. Candidates would not be expected to include all the possible points referred to here.

GENERIC MARK BANDS

UNITS 2590-2591: THEMES IN HISTORY

NB

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

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

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

BANDS I-VII/60: Essay

- I (48–60) *The response is not perfect but the best that a candidate can be expected to achieve at A2 Level in examination conditions. There may be some unevenness, but the demands of the question (e.g. causation, evaluation, change and/or continuity over time) are fully addressed.* The answer demonstrates a **high level of ability to synthesise** elements to reflect the synoptic nature of the Unit. The approach is **consistently analytical or explanatory** rather than descriptive or narrative. The **argument is structured coherently and supported** by very appropriate factual material. Ideas are expressed fluently and clearly. At the lower end of the Band, there *may be some weaker sections but* the overall quality nonetheless shows **the candidate is in control of the argument**. The answer is fully relevant. The writing is fluent and uses appropriate historical vocabulary. The answer shows accuracy in grammar, punctuation and spelling.
- II (42–47) The answer demonstrates clearly the **ability to synthesise** elements to reflect the synoptic nature of the Unit. There is a **good awareness of change and/or continuity** and/or development over the necessary extended period. The response is **focused clearly on the demands of the question, but** there is **some unevenness**. The approach is **mostly analytical or explanatory** rather than descriptive or narrative. **Most of the argument is structured coherently and supported** by very appropriate factual material. The answer is fully relevant. *The impression is that a good solid answer has been provided.* Most of the writing is fluent and uses appropriate historical vocabulary. The answer mostly shows accuracy in grammar, punctuation and spelling.
- III (36–41) The answer demonstrates clearly an **attempt to synthesise some elements** to reflect the synoptic nature of the Unit. There is a **reasonable awareness of change**

and/or continuity and/or development over the necessary extended period. The response reflects clear understanding of the question and a **fair attempt to provide an appropriate argument supported** by appropriate factual material. The approach **mostly contains analysis or explanation but may lack balance and** there may be some heavily **descriptive/narrative** passages **and/or** the answer may be **somewhat lacking in appropriate supporting factual material**. The answer is mostly relevant. The writing is generally fluent and usually uses appropriate historical vocabulary. The grammar, punctuation and spelling are usually accurate.

- IV (30–35)** The answer demonstrates an **uneven attempt to synthesise** some elements to reflect the synoptic nature of the Unit. There is an **adequate awareness of change and/or continuity** and/or development over the necessary extended period. The response indicates an **attempt to argue relevantly, but the structure of the argument is poor**. The approach **depends more on heavily descriptive or narrative** passages than on analysis or explanation (which may be limited to introductions and conclusions). Factual material, sometimes very full, is used to **impart information** or describe events **rather than to address directly the requirements of the question**. The writing may lack fluency and there may be some inappropriate historical vocabulary. The answer usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.
- V (24–29)** The answer demonstrates a **limited attempt to synthesise** some elements to reflect the synoptic nature of the Unit. There is a **limited awareness of change and/or continuity** and/or development over the necessary extended period. The response offers **some elements of an appropriate answer but the approach lacks analysis or explanation and there is little attempt to link factual material to the requirements of the question**. The structure of the answer shows **weaknesses in organisation** and the treatment of topics is **seriously unbalanced**. The writing contains some inappropriate historical vocabulary. The answer shows some accuracy in grammar, punctuation and spelling but contains frequent errors.
- VI (12–23)** The answer demonstrates an **unsatisfactory attempt to synthesise** any elements and fails to reflect the synoptic nature of the Module. There is **no understanding of change and/or continuity** and/or development over the necessary extended period. The **answer is not focused** on the requirements of the question and may be of **very limited relevance**. Any **argument** offered may be **fragmentary and incoherent**, and any **assertions** made may be **unsupported** by factual material. There may be serious irrelevance and/or serious weaknesses in knowledge. The writing shows significant weaknesses in the accuracy of grammar, punctuation and spelling.
- VII (0–11)** The answer demonstrates a **completely unsatisfactory attempt to synthesise** any elements and fails completely to reflect the synoptic nature of the Unit. There is **no understanding of change and/or continuity** and/or development over the necessary extended period. There is **no attempt to answer the question**. There is **no argument and no supporting evidence** for any assertions. The answer is irrelevant and/or incoherent, perhaps in note form. The writing shows very major weakness in the accuracy of grammar, punctuation and spelling.

GENERIC MARK BANDS

UNITS 2592 & 2593:

INDEPENDENT INVESTIGATION

NB

- Examiners are reminded that they are looking for the 'best-fit', not a 'perfect fit' [see History's Marking Instructions #5].
- Examiners should provisionally award the middle mark in the Band and then moderate up/down [see History's Marking Instructions #5].
- Candidates must either use and evaluate primary and/or secondary source material relevant to their question, and/or must explain and evaluate interpretations of the topic(s) studied. The importance of this is reflected in the weight given to AO2. Investigations which offer no interpretation or evaluation of sources and/or historical interpretations (ie. they fail completely to address AO2) may not be put in Band I, however good the general quality of their analysis and evaluation.
- The Investigation does not require high-level research or specialist resources (such cannot be expected at Advanced GCE).
- The quality of the English (grammar, punctuation and spelling) is never to be used as the sole criterion to pull an answer down into a lower Band.

NOTES (Unit 2592)

1. **NOTHING pre-768AD:** Investigations must be based on an historical period from 768 AD. Any ranging before 768AD must be sent to the Principal Examiner.
2. **WORD LIMIT:** The target length is 2,500 words. **The maximum permitted is 3,000 words (excluding only the footnotes & bibliography).** If that limit is exceeded, examiners must stop reading at 3,000 words and base their entire assessment on the first 3,000 words offered. Watch for footnotes that evaluate sources &/or carry on the argument of the Investigation and, intentionally or not, thus circumvent the limit. **If any such footnote text takes the Investigation's total length beyond 3000 words then it must be included in the word-count after all and the excess material must be excluded from the assessment.** In such cases, please write an explanatory note on the front of the script [Do not check the actual length unless you are suspicious].
3. **FOOTNOTES & BIBLIOGRAPHY:** Candidates **must use footnotes and provide a bibliography.** No set form or location for either is prescribed; a list at the end is fine. The absence of either or both, or the inadequacy of either or both, must never be the sole criterion to pull an answer into a lower Band, but will be taken into account within the examiner's overall judgement.
4. **HANDWRITTEN INVESTIGATIONS** are valid.

NOTES (UNIT 2593 Open Book Exam)

- 1 Candidates have less time to write-up their Investigation than those who enter Unit 2592, so the following points of difference will be applied:
 - (a) Unit 2593 Investigations will be **shorter** and contain **less supporting detail/fewer examples. The range of evidence** marshalled to support arguments **will be narrower.** That said,
 - (b) **The qualities of evaluation and analysis required will be just the same.**
- 2 **NOTHING pre-768AD:** Investigations must be based on an period from 768 AD. Any ranging before 768AD must be sent to the Principal Examiner.
- 3 **FOOTNOTES & BIBLIOGRAPHY:** Footnotes are optional. A bibliography is required. This may be pre-prepared (typed or hand-written), taken into the exam and attached to the script with a tag.

Bands I-VII/90: Essay

- I (72-90)** The response is not perfect but the best that a candidate can be expected to achieve in A Level.

Alternative approaches to the chosen question are always possible and examiners must be open to these.

The Investigation uses critically an appropriate (but not necessarily full) range of primary and/or secondary sources and/or discusses critically an appropriate (but not necessarily full) range of historical interpretations bearing on the topic which is integrated into the overall approach. The response is **focused clearly on the demands of the question** (eg. causation, change over time, evaluation). The Investigation reflects a very high level of ability in organising and presenting an extended argument. **The approach is consistently analytical or explanatory rather than descriptive or narrative.** The argument is structured coherently and supported by very appropriate factual material. **The answer is fully relevant.** The impression is that a good solid answer has been provided.

At the lower end of the Band, **there may be some weaker sections, but the overall quality still shows that the candidate is in control of the argument.** The writing is fluent and uses appropriate historical vocabulary. The answer shows accuracy in grammar, punctuation and spelling.

- II (63–71)** **The Investigation uses critically a reasonable range of primary and/or secondary sources and/or discusses critically a range of historical interpretations bearing on the topic.** The response is **focused clearly on the demands of the question but there is more unevenness than in Band I** answers. The Investigation generally reflects a high level of ability in organising and presenting an extended argument. Most of the argument is structured coherently and supported by appropriate factual material. **The approach is mostly analytical or explanatory rather than descriptive or narrative. The answer is fully relevant.** Most of the writing is fluent and uses appropriate historical vocabulary. The answer mostly shows accuracy in grammar, punctuation and spelling.

- III (54–62)** **The Investigation uses a range of primary and/or secondary sources and/or interpretations, but with some significant gaps and possibly with a limited critical sense.** The response reflects clear understanding of the question and a **fair attempt to provide an appropriate argument** and factual knowledge. The Investigation reflects a competent level of ability in organising and presenting an extended argument. **The approach contains analysis or explanation, but there may be some purely descriptive or narrative passages that are not linked directly to analysis or explanation. The answer achieves a genuine argument, but may lack balance and depth in factual knowledge.** Most of the answer is structured satisfactorily, but some parts may lack full coherence. **The answer is mostly relevant.** The writing is generally fluent and the historical vocabulary is usually appropriate. The grammar, punctuation and spelling are usually accurate. *Alternative approaches to the chosen question are always possible and examiners must be open to these.*

- IV (45–53)** **The Investigation uses largely uncritically a limited range of primary and/or secondary sources and/or interpretations, and this may be 'bolted-on' to the other material.** The response indicates **an attempt to argue relevantly.** The Investigation reflects an adequate level of ability in organising and presenting an extended argument. **The approach depends more on descriptive or narrative passages than on analysis or explanation, which may be limited to**

introductions and conclusions. The structure of the argument could be organised more effectively. The writing may lack fluency and there may be some inappropriate historical vocabulary. The answer usually shows accuracy in grammar, punctuation and spelling, but contains some careless errors.

- V (36–44)** The Investigation refers to a limited range of primary and/or secondary sources and/or interpretations. These may be poorly understood and used uncritically, and may be 'bolted-on' to the other material. The responses offers some elements of an appropriate answer, but there is little attempt to link factual material to the requirements of the question. The Investigation reflects a very basic level of ability in organising and presenting an extended argument. **The approach lacks analysis and explanation and the quality of the description or narrative, although mostly accurate and relevant, is not linked effectively to the argument.** The structure of the argument shows weaknesses in organisation and the treatment of topics within the answer is seriously unbalanced. The writing contains some inappropriate historical vocabulary. The answer shows some accuracy in grammar, punctuation and spelling, but contains frequent errors.
- VI (19–35)** The Investigation refers only occasionally, and without any critical evaluation, to primary and/or secondary sources and/or interpretations. The response is not properly focused on the requirements of the question. The Investigation reflects an inadequate level of ability in organising and presenting an extended argument. **The argument will be of very limited relevance and there may well be confusion about the implications of the question.** There may be many unsupported assertions or a commentary which lacks sufficient factual support. **The answer may lack coherence as an extended essay, being largely fragmentary** and perhaps incoherent. The Investigation may rely heavily on a 'scissors and paste' approach. The writing contains very inappropriate historical vocabulary. The answer shows significant weakness in the accuracy of grammar, punctuation and spelling.
- VII (0-18)** The answer demonstrates a completely unsatisfactory attempt to meet any of the demands of the Unit. **There is** no reference to primary and/or secondary sources and/or interpretations. **There is** no attempt to discuss any of the key issues in the question. **There is** no argument and no supporting evidence for any assertions. **The answer is irrelevant and/or incoherent, perhaps in note form. The writing shows very major weakness in the accuracy of grammar, punctuation and spelling.**

2587 Historical Investigations 768 – 1216

Charlemagne

- 1 Using these four Passages and your own knowledge, assess the view that the later part of the reign of Charlemagne (from 800) was a period of decline in his Empire. [45]

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

Passage **B** stresses most clearly the decline in government at the end of the reign and its author would point to Passage **A** as evidence to support this view. Passage **C** emphasises the personal nature of Charlemagne's rule and his regrets at the end of his life and so could be seen as backing up this view to an extent. It refers to a *coming crisis* after 806. Passage **D** argues that the administration of the empire was effective and Passage **A** can be used to support this view by referring to the legislation as showing the determination of Charlemagne to enforce the law. Passage **C** shows Charlemagne repenting of his sins but this does not necessarily mean his government became corrupt and could mean the reverse. Candidates can use evidence from the work of the *missi* and the Capitularies to evaluate their arguments further

Answers which use the Passages but no own knowledge have a **ceiling of Band II**.
Answers which use own knowledge but none of the Passages have a **ceiling of Band III**.

- 2 Assess the reasons why it took so long for Charlemagne to triumph over the Saxons. [45]

Debate: the relative importance of the factors which explain the long process of the defeat of the Saxons.

What matters here is not the conclusion the candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

Candidates will be able to choose which factors they deem most vital in Charlemagne's long drawn out conquest of the Saxons. These are likely to include the difficulties in Saxony, the nature of the terrain, the lack of roads, the loose and decentralised nature of Saxon society meaning each group had to be subdued separately, their religion and the distance to be travelled to reach them. Charlemagne's enforced conversions of the Saxons to Christianity were not always that long lasting. There were also problems closer to home, in that Charlemagne was preoccupied elsewhere at times and the issues surrounding the recruitment and mustering of troops had to be addressed. There is debate about how easy this was and the role of plunder in the motivation of Charlemagne's armies.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 3 To what extent do you agree that Charlemagne's personality was the main force holding his Empire together? [45]**

Debate: Was Charlemagne's personality the vital factor or was it something different ?

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

Candidates could argue that Charlemagne's personality was the key factor and he stamped his authority firmly on his empire. His personal initiatives as in education could be quoted. Alternatively they could suggest that the administrative system was the most important factor in uniting the empire. They could indicate that the Carolingian polity was limited but they might see it as adequate for the period. The army could also be seen as a unifying force. They could point to the problems with the size and diversity of the lands ruled by Charlemagne and might question how far the term empire is appropriate as a description.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

King John

- 4 Using these four Passages and your own knowledge, assess the view that King John was justified in rejecting Stephen Langton as Archbishop of Canterbury. [45]

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

Even some of the Passages which are hostile to King John imply some justification for his attitude. Passage **A** refers to *ancestral laws and liberties*, even if it considers them to be *profane*. Passage **D** takes up this point and indicates that Innocent was making new claims against the traditions which had long been observed. Passage **B** mentions that John wanted his own man at Canterbury, even if he is described as a *creature*. Both Passages **A** and **C** refer to the popularity which John's policy enjoyed. All these points could be cited in support of John's viewpoint and his political imperative to control the appointment of the chief figure in his church could be developed.

Alternatively Passage **A**, from a monastic source, condemns John as a tyrant and explains the evil results of his actions. Passage **B** takes up this view and sees John as the perpetrator of all that followed, while **C** criticises John for his refusal to negotiate and his violence towards the church. Passage **D** implies that Innocent was a reasonable person doing his best in difficult circumstances and that he may have seen Langton as a compromise. Candidates could mention Langton's residence in France and the Pope's acceptance of the oath of fealty made by Norman bishops to Philip Augustus after 1204 as justifying John's hostility.

Answers which use the Passages but no own knowledge have **a ceiling of Band II**.

Answers which use own knowledge but none of the Passages have **a ceiling of Band III**.

5 To what extent was John personally responsible for the loss of the Angevin lands in France in 1204? [45]

Debate: the extent to which John's errors led to the loss of his lands as compared with external factors, over which he had no control.

What matters here is not the conclusion the candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

One view is that John provoked the war by his mistreatment of the Lusignans and of his nephew Arthur. Excessive detail about John's marriage is not required but its evil effects can be explained. There is some suggestion that John was lazy and incompetent, failing to relieve Chateau Gaillard at a crucial moment and leaving Normandy precipitately. He was not a good leader of men or a sound general in this view and contrasted poorly with Richard I who had held on to Normandy in difficult circumstances.

Alternatively it can be argued that John was unlucky and that he showed real military ability at Mirebeau. Some have indicated that Normandy had become very French and even Richard could not have held it, so that it was bound to be lost. The resources and abilities of Philip Augustus were another factor over which John had no control.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

6 Assess the reasons why King John agreed to *Magna Carta* in 1215. [45]

Debate: Was John forced into Magna Carta or did he have good tactical reasons for agreeing to it ?

One view is that John was forced by the extent of the feeling against him and the actions of Stephen Langton into agreeing to Magna Carta and to the provisions which would allow the barons to enforce it. As events escalated and John lost control of London his position was untenable, even though the whole idea of a charter and the revival of interest in earlier charters was repugnant to him.

On the other hand John saw Magna Carta as a peace treaty which gained him breathing space. He still had the support of some of the baronage, numerically smaller than those against him, but arguably stronger politically. He had every intention of breaking the treaty at the first opportunity with the help of his new ally, the Pope. Candidates may look at events earlier in the reign to explain John's motivation but the real focus of the question is on 1215 and the proceedings leading up to Runnymede.

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

2588 Historical Investigations 1556 – 1725

Philip II

- 1 Using these four Passages and your own knowledge, assess the view that Philip II's foreign policy was defensive. [45]**

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

The debate is clearly centred on defensive and conservative as against aggressive and imperialist. Passage **C** hints at the Protestant interpretation that Philip was aggressive and Passage **D** backs this up but Passages **A** and **B** both suggest he was more peaceable than his father had been. Furthermore they stress national security as his motivation. The protection of his dynastic inheritance is mentioned in **A** and **C**. Passage **B** suggests a pragmatic approach by Philip. Passage **D** is the most supportive of an aggressive policy, at least in the later part of the reign and Passage **C** sees the conquest of Portugal as triumphalist. Passage **C** also refers to the shift in emphasis which resulted from this acquisition. Candidates can use evidence from Philip's policy towards the Turks, France, England or Portugal to assist their evaluation. The Netherlands is not included in foreign policy.

Answers which use the Passages but no own knowledge have a **ceiling of Band II**.
Answers which use own knowledge but none of the Passages have a **ceiling of Band III**.

- 2 Assess how much control Philip II had over the provinces of mainland Spain. [45]**

Debate: the extent to which Philip was in control of the provinces of Spain

What matters here is not the conclusion the candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

One view is that Philip as an absolute monarch was in control of the provinces and candidates could refer to the decision making process and the governmental structure which supported this idea. Philip can be seen as trying to centralize his administration using the systems of Castile as a model. Religion is often seen as a unifying factor and Philip had a good deal of control in the church, notably through the Inquisition. Alternatively candidates may argue that Philip's actual power was less considerable and cite the rebellion in Aragon and the privileges of some provinces. His financial weaknesses could be mentioned and the powers of the Cortes and of the nobility. There is plenty of material on which candidates can draw and, although a good selection of examples is needed for higher Bands, total coverage cannot be expected.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 3 To what extent was religion the factor that determined Philip II's policies towards the Netherlands? [45]**

Debate: How far was Philip motivated by religion or by other factors with regard to the Netherlands?

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

On the one hand candidates can refer to issues such as Philip's inherited role as *the Catholic King*, his plan for the bishoprics, the use of the Inquisition, his reaction to the spread of Calvinism and the 1566 riots and the Segovia Woods letter. They could also include Alva and the Council of Blood and the involvement of Protestants from other countries.

Alternatively there were other considerations. Philip was concerned to protect his inheritance and maintain it intact. He has been seen as an absolutist who would not surrender any of his power. He needed Dutch taxes and he needed to prevent a Dutch alliance with his enemies. His policies could be seen in a global perspective. Intervention in the Netherlands was linked to events elsewhere. There is plenty of material here and coverage of all the examples mentioned is not to be expected but there should be a balance between religious reasons and other factors.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

Elizabeth I

- 4 Using these four Passages and your own knowledge, assess the view that Elizabeth I remained single because she had no alternative. [45]

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

Passage **D** contains most clearly the view that Elizabeth had boxed herself in over marriage and it was incompatible with the image she presented. Reference could be made to the Virgin Queen image used in the later part of the reign. Passage **B** supports this view to an extent, arguing that her role in government would allow no other rival authority. Passage **A** makes clear the contemporary belief at the start of the reign that Elizabeth was bound to marry, a belief based more on usual practice than on knowledge of Elizabeth. Passage **C** takes the view that Elizabeth would have married if the council had agreed on a candidate and Passage **B** suggests she might have married in a sudden gust of emotion. There were other factors involved as well. Passage **A** shows hostility to a foreign husband fuelled in part by the marriage of Mary I. Passage **C** refers to the need for a satisfactory matrimonial treaty. There were religious objections, since most of the suitors were Catholics there were objections from public opinion as with Stubbs, and there were problems with a domestic candidate especially Dudley. Elizabeth's early declarations that she would never marry and the experiences of her childhood can be set against her ambivalence to Parliament on the topic. The explanations given in the Passages should be the focus of the answer with other factors being used in their evaluation.

Answers which use the Passages but no own knowledge have a **ceiling of Band II**.

Answers which use own knowledge but none of the Passages have a **ceiling of Band III**.

- 5 How successfully did the Elizabethan authorities deal with Puritanism after 1563? [45]

Debate: the extent to which Puritanism was prevented from making changes to the church.

What matters here is not the conclusion the candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

Candidates may define Puritanism and its different strands and can use these as the basis for their argument.

One view is that the government was generally successful after 1563 in limiting Puritanism. Efforts in Parliament to alter the Settlement were defeated, Whitgift cleaned up the universities, the prophesyings were ended, ministers were dismissed, Whitgift's 3 Articles removed more dissenters and the separatists were hounded out and some executed. The Marprelate Tracts did not help their cause, nor did the need to be literate and devout which meant Puritanism lacked general popular support. Powerful patrons died off in the later stages of the reign. It could be argued that some of these factors were not the result of government action. The government saw Presbyterianism as a clear threat to its control of the church and acted accordingly.

However, it can be argued that the 'Puritan Choir' exercised influence in the House of Commons, although modifications to this view have been made, Wentworth as a nuisance in the House of Commons represented the Puritan viewpoint there. There were examples of Puritan laity and ministers who had influence over a wide area and the classis movement continued. The influence of the underground Puritan movement is less easy to assess. Candidates may refer to the re-emergence of Puritanism in the next reign as a sign that it had not been eradicated, but such knowledge is not to be universally expected.

Alternative explanations are possible and examiners must be open to alternative

approaches. If in doubt, consult your Team Leader.

6 Assess the reasons why Catholics posed little threat to Elizabeth and the Church of England by the end of the reign. [45]

Debate: which of the reasons had the greatest effect in diminishing the Catholic threat.

Various explanations have been put forward for the lessening of the Catholic threat. One view is that Elizabeth was successful in establishing a Protestant Church, which, by the end of the reign had the loyalty of most of her subjects. Recusancy fines discouraged all but the wealthier Catholics. The length of her reign played a role here. Another view is that the threat from foreign Catholics had not materialized, despite the excommunication and the various plots to replace Elizabeth with Mary, Queen of Scots, and the reasons for this can be developed. Catholics in England became stigmatized as traitors and 1570 is often seen as a watershed. The missionary priests had not succeeded in large scale conversions but only in stopping the rot and their work concentrated on the gentry and geographically was centred in areas where there were fewer Catholics. The Arch-priest controversy was not helpful to the cause.

Candidates might mention the view that there was considerable underground Catholic activity in urban centres and that the threat was far from being completely extinguished, while the example of Catholic martyrs was an inspiration to others.

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

Oliver Cromwell

- 7 Using these four Passages and your own knowledge, assess the view that the army prevented Cromwell from accepting the crown. [45]**

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

The Passages focus on three explanations for Cromwell's refusal of the crown; Providence, the role of the army and political reasons. Passage **B** is very definite that the army influence was paramount and Passage **A** in its final sentence agrees. Passage **C** directly rejects this view, arguing that Cromwell could always outface the army. Passage **D** agrees that there was military opposition but like **C** feels it was a lesser factor. **D** also does not think that Thurloe's version as referred to in **B** can be seen as reliable. The role of Providence is mentioned as important in Passages **A** and **C** directly and by implication in Passage **D** and candidates may be able to support this by reference to other occasions when Cromwell waited on the Lord. The explanation on Passage **C** that the crown would weaken Cromwell could be developed as could his antipathy to the Stuart dynasty from **D**. Candidates may well argue that discerning Cromwell's motives is not straightforward as **D** indicates.

Answers which use the Passages but no own knowledge have a **ceiling of Band II**.
Answers which use own knowledge but none of the Passages have a **ceiling of Band III**.

- 8 To what extent was Cromwell's rise to power by 1646 a result of divisions within the Parliamentary side? [45]**

Debate: the relative importance of the factors which led to Cromwell's prominence by 1646.

What matters here is not the conclusion the candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

One view is that the divisions within Parliament played an important role in Cromwell's rise as they allowed him to speak out in favour of one group and the passing of the Self-Denying Ordinance was crucial to his military career and hence to his victories at Marston Moor and Naseby.

Alternatively candidates may argue that other factors had a greater contribution to make. Cromwell has been seen as a prominent person in his home area who took up the cause of the dispossessed in the Fens. He could be seen as a good example of a self-made man. More recently it has been argued that these factors were not very significant, but that his family links to the group associated with St John, Hampden and the Earl of Warwick were the really vital factor in his election to Parliament and in his role on Parliamentary committees. Evidence for this view may be submitted or it may be argued that it is rather speculative.

Candidates might conclude that Parliamentary divisions provided the circumstances under which Cromwell rose to power, but that there were other underlying causes at work as well.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

9 How consistent were Oliver Cromwell's aims for the English constitution from 1646 to 1653? [45]

Debate: are the inconsistencies in Cromwell's career real or apparent?

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

On the one hand candidates can refer to issues such as Cromwell's treatment of the Levellers who thought he had betrayed them, his dissolution of the Rump and his attitude to the Nominated Assembly. Pride's Purge and the execution of Charles I could be seen as sitting uneasily with some of Cromwell's assertions about consent.

Alternatively it can be argued that Cromwell can be credited with consistent motives using the Heads of the Proposals. His innate conservatism in constitutional matters can be seen in his negotiations with the king and the Instrument of Government.

Not all these issues need to be discussed and candidates may conclude that it was those whose aims differed from the aims of Cromwell who were most critical of his consistency and that certain clear principles in general terms can be discerned in this period.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

Peter the Great

- 10 Using these four Passages and your own knowledge, assess the view that the opposition to Peter the Great prevented him from achieving his aims. [45]**

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

Passage **D** outlines some of Peter's aims and suggests that change was one of his main intentions. The other Passages indicate that there was widespread opposition. Passage **A** indicates that the opposition was so intense that measures taken against those who denounced Peter merely increased dislike of him. Passage **B** refers to several groups who opposed the Tsar and includes Alexis, his son. Passage **C** sees the opposition as being from the lower classes and implies the landholding classes were more amenable to Peter because he placated them. But this may well have prevented the carrying out of his aims. Passage **C** concentrates on the example of a single town and candidates could consider how typical this might be. Both **B** and **D** see him as a lonely man. But his isolated position does not necessarily mean he was a failure. Candidates can consider how far the opposition deflected Peter from his aims. Passage **C** refers to *occasional noble discontent* which infers that the nobles were generally supportive.

Answers which use the Passages but no own knowledge have **a ceiling of Band II**.

Answers which use own knowledge but none of the Passages have **a ceiling of Band III**.

- 11 Assess the view that Peter was unsuccessful in his wars against Turkey, Persia and Sweden. [45]**

Debate: the extent to which Peter's wars can be seen as successes or failures.

What matters here is not the conclusion the candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

Candidates may define some of Peter's aims as a means of assessing his success in meeting them.

One view is that the wars against Sweden produced eventual success at Poltava which illustrated how well Peter had reorganized his army and at the Treaty of Nystadt Russia made gains in the Baltic. His initial defeat at Narva did not in the end detract from his success and he learned some useful lessons. He can be seen as giving Russia more influence in Europe.

His wars with Turkey and Persia could be seen as less successful. His expansion to the south brought him up against Turkey and he did eventually capture Azov after earlier defeat. But he did not get the access to the Black Sea which was his prime aim and the Treaty of Carlowitz saw Russia virtually ignored by the other European powers. Against Persia he did gain Baku and provinces bordering the Caspian where he wanted to open up trade, although this was more the result of internal Persian problems. And he had to bind himself to the Shah to provide military aid.

Candidates may know less about Persia but it should at least be mentioned in the higher Bands.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

12 Assess the view that Peter transformed the administration and economy of Russia. [45]

Debate: How far Peter's reforms made a real difference in Russia.

One view is that Peter's reforms were substantial in modernizing the administration by greater centralization and changing the role of the Tsar. He used foreign models to achieve greater efficiency and raise higher yields from taxation. Some Russians became involved in enterprises sponsored by the state.

Alternatively the reforms did not always have much impact on the lower classes of Russian society. The efforts to improve agriculture and to introduce industry had minimal overall effect. The economy remained backward. The nobles resisted many of his reforms and disliked being forced to undertake administrative tasks and the Boyars resented their loss of influence.

Candidates might conclude that the administrative reforms were more transforming than those in the economy.

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

2589 Historical Investigations 1799 – 1955

Napoleon

- 1 Using these four Passages and your own knowledge, assess the view that Napoleon was militarily successful because of his own abilities as a general. [45]

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

Passages **A** and **B** are largely critical of Napoleon and his supposed military skills, whereas Passages **C** and **D** tend to praise him. Passages **A** and **B** can be used to show Napoleon standing out because of the failings of his enemies, his opportunism, flexibility and 'scrambling'. From passages **C** and **D** come references to Napoleon's grasp of campaign strategy and battle tactics, skills in offensive campaigning and battle and his motivation of his troops and officers. Candidates may use their knowledge of particular campaigns or battles to support their arguments. They may also develop points implicit in the Passages, such as the strength of the French army as a military machine, the corps system and the abilities of his subordinates and the power which Napoleon enjoyed as both Commander-in-chief of the French armed forces and the political ruler of the Empire.

Answers which use the Passages but no own knowledge have **a ceiling of Band II**.
Answers which use own knowledge but none of the Passages have **a ceiling of Band III**.

- 2 Assess the view that Napoleon betrayed the French Revolution in his domestic policy. [45]

Debate: how far Napoleon's domestic policies reflected the ethos of the French Revolution and how far it did not.

What matters here is not the conclusion the candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

One view might be that Napoleon did betray the Revolution with the lack of popular sovereignty, the limits placed on liberty and especially the restrictions on the press and freedom of movement for workers, the position of women, and the reintroduction of an hereditary nobility. Some reforms such as those in education were only for the few. Alternatively candidates could suggest there was equality before the law, the confirmation of the *biens nationaux*, the confirmation of the abolition of feudalism, the improved education and the existence of a meritocracy.

Candidates could refer to Napoleon's own statements about the Revolution.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

3 To what extent was Great Britain responsible for the eventual defeat of Napoleon. [45]

Debate: Was Great Britain the crucial factor in the defeat of Napoleon or was it some other cause?

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

Candidates should give substantial consideration to the role of Great Britain even if they wish to argue that Britain was not the crucial factor.

One view, espoused by Napoleon himself to some extent, is that the role played by the Peninsular War which included determined and persistent opposition from Britain, was the main reason for his defeat. In addition Britain had a key role in the undermining of the Continental System and in providing subsidies for her Coalition partners. Her Navy controlled the seas.

Alternatively it could be argued that Britain was an irritant in Spain but this was not decisive. Britain could not defeat Napoleon alone. The events of 1812 and his decline in popularity in Europe and the deterioration in his army can be seen as vital. It could be argued that it was only the formation of a cohesive coalition which brought Napoleon down.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

Gladstone and Disraeli 1846-1880

- 4 Using these four Passages and your own knowledge, assess the view that it was Gladstone's fault that there was a Conservative victory in 1874. [45]**

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

Passage **A** is the one which suggests that Gladstone was largely responsible, because of the fear that he might introduce a radical programme since he was a kind of wild card in politics. Other causes which emerge from the Passages include the disillusionment with Gladstone, notably over his trade union legislation, mentioned in **C** and hinted at in **A** where it is argued the voters wanted to give the other party a turn. Divisions in the Liberal party are cited in **B** but dismissed as not being a prime cause. More important was the failure of the Liberals to put forward popular new policies from **B**. Another explanation lies in the positive appeal of the Conservatives to those who had obtained the vote in 1868 from **B**, **C** and **D**. Disraeli's talents in running the campaign are praised by **C**. Candidates could develop the themes in the Passages with reference to the specific groups upset by Gladstone and his unpopular foreign policy and preoccupation with Ireland. Disraeli's speeches of 1872 had a strong positive appeal.

Answers which use the Passages but no own knowledge have **a ceiling of Band II**.

Answers which use own knowledge but none of the Passages have **a ceiling of Band III**.

- 5 Assess the criticisms made by Gladstone of Disraeli's foreign and imperial policies. [45]**

Debate: the extent to which Gladstone's attacks on Disraeli's policies had justification.

What matters here is not the conclusion the candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

Candidates may outline Gladstone's criticisms in general terms. One view is that Gladstone was morally right in condemning the Bulgarian Atrocities as the outcome of Disraeli's upholding of despotic Turkey and that a policy of international co-operation and avoiding foreign entanglements was preferable. Equally Disraeli's so-called 'forward' policy did not respect the rights of small nations like the Zulu or Afghans and his appointment of mavericks like Lord Lytton and Sir Bartle Frere was an error and he allowed them too much independence. His policies were expensive. These criticisms featured in Gladstone's Midlothian Campaigns.

Alternatively, Disraeli can be seen as maintaining British interests over the Balkan issue, ensuring a role for Britain in Europe, bringing back 'Peace with Honour' at the Congress of Berlin where he worked alongside Bismarck, and not supporting the 'men on the spot' in private. Calling his policy 'Beaconsfieldism' can be seen as a personalization of the issues.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

6 To what extent did Gladstone achieve his aims in Ireland in the period 1868 to 1874? [45]

Debate: How far did Gladstone succeed in doing what he hoped in Ireland and how far did he fail.

Candidates will probably define Gladstone's aims in the early part of their answer and are likely to say the main one was to pacify Ireland. They may also outline the Irish problems in land tenure, the position of the Roman Catholic Church and in education.

One view is that Gladstone enjoyed a good deal of success, notably with the disestablishment of the Irish church, the results of which were virtually all beneficial, and to an extent with the Land Act.

Alternatively the Land Act did not give the Irish what they really wanted and so did not lead to pacification and university reform failed. The overall Irish reaction tended to be hostile and the Nationalists began to be more influential.

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

Bismarck and the Unification of Germany 1858-1871

- 7 Using these four Passages and your own knowledge, assess the view that the North German Confederation was based on the principles of liberalism. [45]**

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

Candidates might define the principles of liberalism as a desire for responsible government, some constitutional protection of fundamental freedoms and representative, although not necessarily democratic, government. The Passages illustrate how some of these were to be found in the constitution, responsible government in Passage **C** and representative government in Passage **B**. The fact that a formal constitution existed met a liberal principle. The concessions made by Bismarck in passages **B, C** and **D** helped to strengthen a relatively fragile state. Both **B** and **D** recognise that the liberals secured the secret ballot. But equally Passages **A** shows that the constitution might have looked democratic, but in fact was not and that the failure to modify the Prussia constitution was crucial. Passages **B** and **C**, although more inclined to the view that there was liberal input, point out that the role of Bismarck, not a notable liberal, was a key one and **C** stresses that he did not feel bound by mere *words*. The control of the army and its budget defied the liberals.

Answers which use the Passages but no own knowledge have **a ceiling of Band II**.

Answers which use own knowledge but none of the Passages have **a ceiling of Band III**.

- 8 To what extent was Prussia's growing industrial power the main reason for Prussia's rapid rise to ascendancy in Germany? [45]**

Debate: the relative importance of the factors which led to Prussian dominance in Germany.

What matters here is not the conclusion the candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

One view is that Prussian industrialization provided the resources for the Prussian army which gave Prussia a great advantage over the less industrialized, less militarized powers of Austria and France.

Alternatively candidates may argue that other factors had a greater contribution to make. The superior quality of military training and leadership in Prussia, exemplified by von Roon and von Moltke was important. The diplomatic context was also crucial with the isolation of Austria in 1866 and France in 1871. This was very much the work of Bismarck with his diplomatic skills and not a result of industrial might. France and Austria lacked similarly skilled operators. Candidates might also argue that the gap between France and Austria and Prussia regarding industrial strength and military power was not that great anyway.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

9 Assess the view that Bismarck was not responsible for the outbreak of war against France in 1870. [45]

Debate: Was Bismarck a master planner or an opportunist?

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

On the one hand candidates can argue that Bismarck planned the war and precipitated the crisis of 1870 by using the Hohenzollern candidature and the doctoring of the Ems telegram. He certainly later claimed in his Memoirs that he had done this. His intentions could be seen as beginning with the Treaty of Prague.

Bismarck can alternatively be seen as an opportunist responding to events and actions using the Hohenzollern crisis in 1870 to his advantage. The reactions of the French and their role in causing the war may be seen as a counter point to Bismarck's responsibility. The Prussian army can also be seen as having played a part.

Candidates may well comment on the nature of the evidence and Bismarck's own secrecy, which have created much confusion and controversy around these events

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

Roosevelt's America

- 10 Using these four Passages and your own knowledge, assess the view that the benefits of Prohibition outweighed its disadvantages. [45]**

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

All the Passages suggest that prohibition had some benefits. **A** indicates that, properly implemented, it could have succeeded. **B** is certain that it worked. **C** and **D** suggest that in rural America it was beneficial. The disadvantages appear in Passages **C** and **D** with criminal activity, health risks and increased consumption in **C** and organised crime and criminal activity again in **D**. **A** too refers to criminals but considers they were beneficiaries. Passage **B** argues the most forcefully that the benefits were greater than the defects with statistical evidence to show the health benefits and the decline in crime, although it relates solely to the period before 1925. Passages **C** and **D** agree that consumption of alcohol fell. **C** argues that the picture in the big cities was not typical of the whole country and **D** implies a similar view.

Candidates may well use the divide between cities like Chicago and small towns like Grand Rapids to reach a conclusion.

Answers which use the Passages but no own knowledge have **a ceiling of Band II**.

Answers which use own knowledge but none of the Passages have **a ceiling of Band III**.

- 11 Assess the view that in foreign policy the United States was interventionist from 1920 to 1941. [45]**

Debate: the extent to which US foreign policy was isolationist or interventionist.

What matters here is not the conclusion the candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

One view is that when the Republicans returned to power in 1921, they re-established 'normalcy' in international relations, that is isolationist policies. The Republican Senate refused to ratify the Treaty of Versailles and the US refused to join the League of Nations. In the 1920s the US had little involvement in Europe, leaving this arena to Britain and France. In the Far East the 'Open Door' policy on non-involvement was adopted towards China. But, once Roosevelt became President there was a shift towards re-engagement with the rest of the world culminating in US material support for the allies from 1939 and Lend Lease from 1941 for Britain thus becoming interventionist then.

The counter-argument is that the US was never totally disengaged in the 1920s. There was intervention in Latin America. The Dawes Plan and the Young Plan show participation in German affairs, albeit in US interests. The Washington Naval Conference of 1921 and the Kellogg-Briand Pact of 1928 show active US involvement in peace and disarmament initiatives. Roosevelt moved to a more active policy as the 1937 Neutrality Acts from Congress show. A critical turning point was Munich in 1938, but, even so it took Pearl Harbour for the US to become wholly interventionist.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

12 To what extent were the policies of the Republican governments of 1921 – 1933 responsible for the economic collapse of 1929 – 1933?

Debate: How far the economic problems of 1929 were caused by government policies and how far by other factors.

One view is that Republican trade policy, such as the Fordney-McCumber tariff of 1922 and the Hawley-Smoot tariff 1930 badly affected international trade and so damaged the US economy. Nothing was done to aid farmers who suffered a serious recession from 1922. Hoover can be blamed for doing little in 1929 as the situation worsened.

Alternatively there were problems in the US economy which were not the fault of government such as the international dimension, which Hoover blamed, or the over-production in some areas or the mal-distribution of wealth or the over enthusiastic buying of shares. The fact that the depression was especially severe in the end could be seen as showing that the government could have done little to prevent it.

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

Lenin and the Establishment of Bolshevik power 1903-1924

- 13 Using these four Passages and your own knowledge, assess the view that the only purpose of War Communism was to help the Bolsheviks win the Civil War. [45]**

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

Passage **A** makes the case for War Communism being seen as part of the drive towards socialism, despite the practical difficulties encountered. This is in part supported by Passage **B** which talks of War Communism as a *means of making civil war* and as a *fundamental aspect of the Bolsheviks' revolutionary strategy*. In particular **B** stresses that internal enemies as well as external were targeted by War Communism and it continued after the war was over.

On the other hand, Passage **B** also agrees that the control of the economy was aimed at winning the war while Passage **C** emphasises the dire economic conditions in Russia in early 1918, and the overriding necessity of winning the Civil War. Passage **D** agrees with **C** in seeing the introduction of War Communism partly as a consequence of the situation created by civil war, but goes on to argue that War Communism also needs to be seen as part of the broader policy of Terror adopted by the Bolsheviks after 1917 and the need to win the Civil War.

Candidates could refer to details of War Communism such as grain requisitioning and to the end of the policy to support their evaluation.

Answers which use the Passages but no own knowledge have **a ceiling of Band II**.

Answers which use own knowledge but none of the Passages have **a ceiling of Band III**.

- 14 How successful was Lenin as leader of the Bolsheviks from 1903 to February 1917? [45]**

Debate: Whether Lenin's leadership really advanced the Bolshevik cause in these years or not.

What matters here is not the conclusion the candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

One view is that Lenin was a success in increasing Bolshevik influence on the working classes in Russia, leading to increased unrest and that within the Party there was greater unity and acceptance of Lenin's ideas and establishment of an elite band of dedicated revolutionaries. Lenin showed great determination and skill in the ideological infighting in the Social Democratic movement and kept the Marxist flag flying. His written contribution was considerable.

The alternative view is that Lenin was a failure. Support declined from 1908 onwards. The factionalism and split with the Mensheviks weakened the movement. Lenin was in exile so his influence within Russia was limited while other leaders had more impact. He was taken by surprise by events and failed to take advantage of the rising of 1905.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

15 Assess the view that the role of the Provisional Government in causing the October 1917 Revolution has been exaggerated. [45]

Debate: What was the main cause of October 1917, The Provisional Government failure or the positive appeal and action of the Bolsheviks?

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

One view is that the Provisional Government, although perhaps faced with an impossible task, failed to meet the wishes of the people. It maintained Russia's role in the War. It was slow on land reform. The Constituent Assembly did not meet and in countering the Kornilov coup it was forced into reliance on the Bolsheviks and arming them. None of the ongoing problems of supplies and unemployment were solved.

On the other hand, there were other factors at work. The Bolsheviks were growing in strength and confidence, bolstered by the return of Lenin and his clear definition of tactics. They had considerable popular support. They also possessed the planning skills of Trotsky. Another view might be that the people of Petrograd rose spontaneously against the Provisional Government.

Candidates may conclude that it was the deficiencies of the Provisional Government which allowed the rise of the Bolsheviks.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

Chamberlain and Anglo-German relations 1918-1939

- 16 Using these four Passages and your own knowledge, assess the view that there was no realistic alternative to the policy of appeasing Germany in 1938 and early 1939. [45]**

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

Passage **A** argues strongly that the Grand Alliance was a realistic alternative and so does Passage **C** but Passages **B** and **D** take a different view. Passage **A** does include the conditional *if* a good deal in its argument, but it is an assertion of an alternative. Passage **C** supports this view and suggests that in the end it was partly adopted thus enhancing the idea that it was realistic. Passage **B** believes that Churchill's reputation meant his ideas did not get serious consideration while Passage **D** gives detailed arguments against an alliance with Russia being either practical or desirable and makes a passing reference to the problem of America which could be developed by candidates. Candidates might refer to the role of public opinion and the views of the Dominions regarding alliances and the possibility of war. Passages **A** and **C** mention the position of the League of Nations and candidates may assess how effective collective security was as an alternative to appeasement.

Answers which use the Passages but no own knowledge have **a ceiling of Band II**.

Answers which use own knowledge but none of the Passages have **a ceiling of Band III**.

- 17 Assess the view that the terms of the Treaty of Versailles were the main reason for changing British attitudes towards Germany in the period from 1918 to 1929. [45]**

Debate: was the change in British attitudes caused by the Treaty or by other factors?

What matters here is not the conclusion the candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

One view is that it was the publication of the harsh terms of the Treaty which caused British attitudes to change from a desire for revenge and to 'squeeze Germany until the pips squeak' to greater sympathy with the German plight. Keynes' *The Economic Consequences of the Peace*, published at the end of 1919 was very influential and the new attitude was exemplified in the Dawes and Young plans and in the Locarno treaties and German admission to the League. How far this was a change in British opinion in general or just restricted to the political elite is more debateable.

The alternative view is that there were other reasons. Britain became increasingly frustrated by the desire of France to enforce the Treaty fully and the invasion of the Ruhr to collect reparations. There was a belief that the recovery of the German economy needed to be encouraged to benefit British exports. Germany was seen as a possible bulwark against Soviet Russia and so needed to be a strong country. America supported a more lenient attitude to Germany.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 18 How far do you agree with the view that the only reason why the British government declared war on Germany on 3 September 1939 was because it was pushed into doing so by the British House of Commons. [45]**

Debate: What were the factors that caused the British to declare war in 1939 and which was the most vital.

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

The view that the House of Commons was the key factor should be fully explored. Candidates could mention that Chamberlain was slow to implement the guarantee to Poland, perhaps because he knew the Nazi-Soviet pact had made it impossible for Britain to send aid. It took expressions of anger by back bench MPs for Britain to stumble into war. There is a view that Chamberlain never abandoned appeasement.

On the other hand it can be argued that other factors contributed as well or even more. There is an argument that the issuing of the guarantee to Poland represented a willingness to go to war and that changing public opinion and the improvements in armaments made Chamberlain more ready to fight. He had embarked, albeit with reluctance on talks with Russia.

Candidates might discuss the role of long and short term factors in causing the declaration of war or they might concentrate on Chamberlain and how far he believed appeasement had failed.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

Stalin and the Development of the Cold War in Europe 1941-1955

- 19 Using these four Passages and your own knowledge, assess the view that the USA misinterpreted the communist take-over of Eastern Europe after the Second World War. [45]**

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

Passages **A**, **C** and **D** suggest that the Americans did misinterpret the takeover. Passage **A** says their view was not *altogether accurate* and that Truman did not *appreciate the USSR's need for security*. This latter point is backed up in Passage **D** where the Russians had to *do what was necessary for self defence*. Passage **C** asserts that the takeover was not always unpopular and forced on unwilling people. But none of the Passages are quite straightforward. **A** shows Truman had some justification for his belief that the communists were *haunting Europe*. **C** points out the level of support for communist regimes should not be exaggerated and **D** concludes that the Americans did have *good reason* for their fears. Passage **B** most clearly supports the view that the brutal tactics of the communists fully justified American fears with instances of ill-treatment. Candidates might evaluate how typical these examples might be.

Answers which use the Passages but no own knowledge have **a ceiling of Band II**.

Answers which use own knowledge but none of the Passages have **a ceiling of Band III**.

20 Assess the view that US motives for the Truman Doctrine and the Marshall Plan were entirely selfish. [45]

Debate: Whether the US introduced policies for its own interests or whether some altruism was involved.

What matters here is not the conclusion the candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

One view is that the US only acted for selfish reasons. The hard line advice given to Truman and Kennan's 'Long Telegram' could be seen as evidence for this. Truman can be seen as harder on this issue than Roosevelt had been. The US was determined to hold back the advance of Communism and concerned about the Civil War in Greece where Britain was no longer able to act. Marshall Aid was designed to bolster American trade and to help in the building up of an informal American empire in Europe.

The alternative view is that the US was genuinely concerned at the plight of Europe and saw it as a duty to try to help.

Candidates might conclude that motives were somewhat mixed in that there was a real wish to build up Europe but the charitable impulses were linked to American interests as well.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 21 Assess the view that disputes over the future of Germany were the main reason for the break- up of the Wartime Alliance. [45]**

Debate: Reasons for the collapse of the alliance –concern about Germany or other factors?

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

One view is that the future of Germany became a vital issue in 1945 as demonstrated at Yalta and Potsdam. Its geographical position and recent history made it a particular focus and its liberation by the Red Army was another cause of concern in the west. The west hoped for a revitalised Germany which would be a trading partner, but Russia had quite different hopes and fears.

On the other hand, there were other factors at work. The issue of the Second Front was a cause of dispute from 1942-4 with Russia sure it was being asked to shoulder more than a fair share of the burden of warfare, but from D Day onwards, this was less of a cause of discord. Disputes about Poland were another factor, with Russia determined to preserve its security while Churchill especially felt a loyalty to the Poles in exile. In the latter stages of the war the development of atomic weapons by the US was another factor.

Candidates may well argue that as events proceeded, disputes were primarily caused by different factors and they may suggest that such an unlikely alliance was hardly going to last once the war was more or less over.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

2590 Themes in History 1066 – 1796

- 1 'The most important change in English central government in the period from 1066 to 1216 was the development of the office of chief justiciar.' How far do you agree with this judgement? [60]

Focus: Assessment of the relative importance of the development of the office of chief justiciar compared with other changes in English central government

From its origins in the role played by Ranulf Flambard in William Rufus' reign, through its explicit development in the time of Henry I, to its full expression under Hubert Walter, the office of chief justiciar was increasingly important. It was part of the mechanism by which English government could function with an absentee king. By the reign of Henry II the justiciar was a great officer of state having both vicegerent duties and presiding over the Exchequer. However, developments in the Exchequer itself, with the holding of annual accounts and the recording of them in the Pipe Rolls, for example, were essential to the systematic control and exploitation of finance which was so important to effective government in the period. Candidates could also argue that the most important changes were in Henry II's reign with the judicial innovations such as the use of assizes eg novel disseisin or mort d'ancestor, and the general eyre. Some candidates may wish to point out that the development of the office of chief justiciar was, like the other major changes, just part of the whole growth of centralisation and bureaucratic government throughout the period.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 2 'In the period from 1066 to 1216, England's military needs were never completely met by feudalism.' To what extent do you agree with this judgement? [60]

Focus: Evaluation of the role of feudalism in meeting England's military needs

If feudalism were ever to have answered England's military needs it would have been in the years following the Norman Conquest when England was the most feudal kingdom in Western Europe. However, even William I supplemented the feudal host with mercenaries. Although it remained possible to do military service throughout the period, increasingly kings relied less on the host and more on paid service. Henry I decreased the length of knight service, Henry II hired mercenaries for preference and by John's reign, feudalism was predominantly a system of land-holding rather than the solution to England's military requirements. Most candidates are likely to agree with the statement but should be able to see the key moments of continuity and change over time.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 3 'The main turning-point in the development of English common law in the period from 1066 to 1216 came in the reign of Henry II.' How far do you agree with this judgement? [60]

Focus: Assessment of the relative importance of developments in the reign of Henry II compared with other factors in the development of English common law

Henry II provided much of the impetus for the development of English common law and much of the machinery. For example, he made use of the returnable writ, professional justices, general eyres, grand and possessory assizes which, with their systematic procedure and popularity, brought more business into the royal court, tightened up criminal law with the Assizes of Clarendon and Northampton, and made increasing use of juries.

However, candidates should evaluate his work in the light of the contribution of other factors. Some may wish to argue that Henry II was building on earlier foundations such as the work of Henry I in using local justiciars, the unifying nature of Anglo-Saxon kingship, the Anglo-Saxon writ, and the shire and hundred courts, or the contributions of feudalism (well-established principles of tenure and feudal courts leading to more standardisation) or of canon law and the church courts whose practices eg sworn inquisitions, were adopted in royal courts. They may argue that any of these was the main turning-point or that there was a number of equally important turning-points.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

4 To what extent were the policies of Innocent III towards England typical of popes during the period from 1066 to 1228? [60]

Focus: Assessment of how typical Innocent III's policies were in comparison with those of others

Innocent III intervened in the Canterbury election, placed England under an interdict, suspended Langton and excommunicated John and received England as a papal fief. He thus went further in demonstrating papal power over England than any previous pope. However, the policies behind this intervention were not dissimilar to those of other popes. Innocent's insistence that the Canterbury monks re-elect was in order to ensure a canonically sound election, in line with church reform principles. Likewise, Gregory VII's attempt to persuade Lanfranc to go to Rome had been in the cause of church reform as had Urban II's intervention to support Anselm against William II. The suspension of Langton was for political reasons in the baronial rebellion: he refused to excommunicate the rebels while the pope supported the king. Similarly the pope intervened for political reasons in the Becket dispute, threatening to place England under interdict in order to bring resolution to the conflict, and Gregory VII's motives were partly political in sending a legate to persuade William I to become a papal vassal. The main reason behind these interventions is arguably the pope's determination to strengthen his own position, either over the church or in relation to the monarchy, or both. This can also account for other examples of intervention, for example, papal support for Stephen, or undermining Canterbury in favour of Henry of Blois. Candidates may argue that in spite of some differences there was much similarity in reasons for intervention throughout the period.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

5 To what extent did the relationship between kings and their archbishops of Canterbury deteriorate in the period from 1066 to 1228? [60]

Focus: Assessment of the nature of the relationship between kings and archbishops of Canterbury

Comparisons of the harmonious relations enjoyed by Lanfranc and William the Conqueror and the hostility between John and Langton suggests that there was a deteriorating relationship during the period. This is further supported by the animosity between William Rufus and Anselm and the Becket quarrel. However, it was not a picture of steady decline: Henry I and Anselm were able to reach a compromise; Theobald of Bec initially supported Stephen; Richard enjoyed good relations with Hubert Walter; and Langton tried to mediate between John and the barons. Indeed the lowest point in relations was not at the end of the period but arguably during the Becket affair. There were thus not only changes in the relationship but these did not follow a consistent pattern of decline.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 6 'The growing power of the Church was the main reason for changes in the administration of church law in the period from 1066 to 1228.' How far do you agree with this assessment? [60]**

Focus: Relative evaluation of reasons for changes in church law

The growing power of the Church led to developments in canon law and a greater definition of areas of ecclesiastical jurisdiction. Becket's stand over crimmious clerks, itself an expression of the growing power of the Church, led eventually to the acceptance of the idea that they could be tried only in the ecclesiastical courts. By 1200, there had also been considerable clarification of the sort of cases which were to be settled in the church courts. Another aspect of the growing power of the Church was the growth of the pope's authority as a result of the papal reform movement and this made it increasingly attractive to appeal to Rome as the ultimate court of appeal. Popes were often canon law specialists, which further encouraged the growth of appeals. However, some factors were more political eg the confusion of Stephen's reign also enabled appeals to Rome to proliferate. Earlier, Lanfranc's good relations with William I led to William allowing some separate ecclesiastical justice, which in turn laid the foundations for church courts, which then widened their activities later in the period.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 7 Assess the reasons why Tudor governments were able to deal with popular disorder so effectively. [60]**

Focus: Assessment of reasons for government success in dealing with popular disorder

One line of approach that candidates might take is to consider 'popular disorder' in terms of action taken by sheriffs, JPs, clergy and local officers to quell minor disturbances before they got out of hand, as well as measures taken by the central government in peacetime and times of unrest. Statutory measures, poor relief schemes, Books of Orders and state commissions all sought to remedy social and economic distress and reduce the potential for popular disorder. The absence of an army and police force meant that the government relied on a mixture of persuasion and force to disperse a rebellion. Promises were made but rarely kept, ringleaders were taken to London and executed, and nobles led armies to round up, disperse and exact punishments on the rebels. Some candidates may focus on the limited and often non-violent protests, the lack of unity, size and weak leadership of most rebellions, widespread support for the government among the landowning classes and an implicit understanding that rebellion was both treason and a sin. A thematic explanation of causes rather than a chronology of rebellions will probably characterise the better essays.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 8 'Social and economic conditions were always a factor but rarely the trigger.' Assess this view of the causes of rebellions in Tudor England. [60]**

Focus: Assessment of social and economic factors in causing rebellion

Social and economic conditions were a factor in most rebellions. Complaints about taxation, enclosures, food prices, landlord-tenant relations, occurred throughout the Tudor period and were the main grievance in the 1489 (Yorkshire), 1497 (Cornish), 1525 (Amicable), 1549 (Ket) and 1596 (Oxfordshire) disturbances. However, arguably they were less prominent or key issues in the case of Simnel, Warbeck, the Pilgrimage of Grace, Western, Wyatt, Northern Earls and Essex rebellions. Some candidates may focus on

'rarely the trigger' and/or challenge the premise of 'always a factor'. Good candidates are likely to assess the relative importance of social and economic conditions as a contributory/major cause of rebellion and set this against other factors, but it is important that social and economic conditions remain the focus of candidates' responses.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 9 'A typical Tudor rebellion.' To what extent do you agree with this view of the Pilgrimage of Grace in relation to the period from 1485 to 1603? [60]**

Focus: Comparison of the Pilgrimage of Grace with other rebellions in respect of its typicality

Candidates are likely to know a lot about the Pilgrimage and should use their knowledge to compare its features with a range of other rebellions. They could do this in respect of the main causes – religious changes, disaffected factions, reaction to Cromwell, government taxation and economic hardship; its location – Lincolnshire and the six northern counties; its duration – Oct-Dec 1536; its support – 30,000+ rebels led by Aske and backed by lesser nobles, gentry, clergy, professional groups and peasants; government response – played for time, offered pardons, raised a larger army, reprisals after Bigod's uprising; its outcome – failed to achieve its main aims but succeeded in redressing some of their grievances, the leaders and over 200 rebels executed, some changes in government policies. Not all candidates will cover each of these themes but they should compare some of them with other rebellions, most likely those in 1487, 1497, 1549 1554 and 1569 (possibly 1601). Some will agree that the rebellion was typical; others will point to its different perhaps unique features (e. g. the large number of monks, nuns and abbots among the pilgrims); some may discuss the unique features of other rebellions (e. g. the camps in 1549).

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 10. Assess the reasons for the changing relations between England and Spain in the course of the Tudor period. [60]**

Focus: Explanation for worsening Anglo-Spanish relations during this period

Between 1489 and 1571, the terms of Medina del Campo underpinned Anglo-Spanish relations. Marital links, economic agreements and rivalry with France bound England and Spain together and provided the basis of a fairly stable relationship. Before the Reformation, English monarchs were Roman Catholic but after 1534 the increasingly Protestant English Church (except for the years 1553-58) angered Charles V and Philip II. By the 1560s, religion, marriage, trade and an Anglo-French détente were reasons for the changing and worsening relations with Spain. Expect candidates to focus on Henry VIII's divorce, the Scottish rebellion, the French wars of religion, the Dutch Revolt and Drake's piratical activities as key turning-points in the deteriorating relationship, with perhaps the personalities of Elizabeth and Philip as pivotal. The best essays are likely to explain the changes thematically and examine several developments over time.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 11 Assess the importance of political factors in shaping Tudor foreign policy. [60]**

Focus: Assessment of political factors in determining foreign policy

Some candidates are likely to focus solely on political factors (eg security of the realm, dynastic and marriage alliances, ministerial factions, changing European conditions, and

trade agreements are not irrelevant either). Some answers may compare how these affected the making, implementation and development of foreign policies. Others may compare political with other factors (eg religious, economic, foreign) to give a more contextual assessment. Both approaches are legitimate routes provided the question of 'shaping' (ie forming, influencing and developing foreign policies) remains central to the answer.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

12 'Elizabeth I was more skilful than any of her Tudor predecessors in dealing with Scotland.' To what extent do you agree with this view? [60]

Focus: Assessment of Elizabeth's handling of Scotland in comparison with the earlier Tudors

Arguments that might be made in favour of this statement are: Elizabeth pursued a non-aggressive policy towards Scotland, after 1560 the Guise were expelled from Edinburgh and never again exercised a divisive influence, and her diplomatic treatment of Mary Stuart ensured that James VI and Scottish nobles had no excuse to disturb Anglo-Scottish relations. An alternative line of approach could be that Henry VII skilfully avoided war (given his domestic and foreign problems), prevented James IV from supporting Warbeck and concluded an alliance at Ayton. Henry VIII also had successes, defeating Scottish armies at Flodden and Solway Moss, but at great expense and never resolving the problem of French influence in Edinburgh. Edward VI had no success after Pinkie in 1547, suffering military defeats and border insecurity, a situation that Mary did little to resolve. Better essays should focus on Elizabeth and compare her reign with other rulers across the whole period before reaching a reasoned judgement.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

13 Assess the reasons why the role of parliament changed during the years from 1558 to 1689. [60]

Focus: Assessment of the reasons for the changing role of parliament

Parliament's role changed significantly in the course of this period. Elizabethan parliaments met occasionally when the crown was in need of finance or popular support. It had no rights but was keen to convert its privileges into something more permanent. By 1625 it was more outspoken about government policies, ministers and royal favourites and clashed with James in the 1621 Protestation. Monopolies were condemned, impeachment revived and subsidies made conditional. Charles I regarded parliament as an inconvenience. It restricted his power to raise money, challenged his prerogative, criticised his ministers and policies. Part of the Commons' assertiveness can be attributed to the rise of puritanism, which developed further in the 1630s and 1640s as parliament learned the art of opposition and then government. After 1660 it was an integral part of administration even though it only had to be called every three years. Its role between 1660 and 1689 was to guard the people's rights and ensure Charles, James and William did not exceed their powers. Some candidates are likely to explain the changes in terms of personalities, problems and policies, and if this thematic assessment is sustained, they should score well. Some candidates may adopt a chronological format and perhaps pay less attention to the reigns of either Elizabeth or the later Stuarts.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 14 Which religious group presented the greatest challenge to the crown from 1558 to 1689? Explain your answer. [60]**

Focus: Assessment of at least one religious group that challenged the crown

What candidates understand by the phrase 'greatest challenge' will have a crucial bearing on their line of argument. Challenging the crown's authority in the Commons and Convocation (puritan MPs), in the law courts (7 bishops), in the parishes (Anglican ministers), in plotting against the crown (Roman Catholics) and in refusing to conform (Protestant sects and recusants) were all examples of opposition to the crown. Some groups were more organised, popular and threatening than others, and came closer to achieving their objectives. This criterion may be viewed as evidence of 'greatest challenge'. Only one religious group need be evaluated although we can expect better answers to compare it with other groups to meet the requirement of the 'greatest challenge'.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 15 Assess the impact of social changes on the powers of the monarchy in the period from 1558 to 1689. [60]**

Focus: Evaluation of social changes on the development of the English monarchy.

The main social changes that affected the power of the monarchy were: the growth in the politically interested gentry; the economic and political decline of the crown's natural allies, the aristocracy and the bishops, at the hands of the gentry and non-conformists respectively; and the financial constraints on the crown, which weakened its influence as a patron and increased its dependence on elected MPs. From 1660 the monarchy was strengthened by support from nobles and gentry, anxious to prevent another civil war, and from bishops keen to keep the non-conformists at bay. Some candidates may trace these developments chronologically but more effective responses are likely to be thematic and will perhaps compare the power of the monarchy at various times during this period. Some candidates may choose to assess factors other than social. This is a justifiable approach provided sufficient consideration has also been given to the impact of social changes.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 16 To what extent was Laud's time as archbishop the main turning-point in the development of the Church of England from 1559 to 1689? [60]**

Focus: Evaluation of Laud's impact on the Church of England in the context of other turning-points during the period

Candidates should consider several turning-points in the development of the English Church, and compare them to the impact of Laud's archiepiscopacy. The work of Whitgift, Bancroft and Hooker in the 1580s and 1590s, James' support for Arminianism, the impact of the Restoration or the Tories formation of an alliance with the Anglicans in the 1670s that proved so formidable in the 1680s, are all possibilities. Most candidates will argue that Laud had a significant effect on the Church of England in the 1630s. His attempts in England to purge the Church of unorthodoxy and corruption, to establish a 'beauty of holiness', outraged many Protestants and led to widespread criticism of the government in general and the Church in particular. He and Charles were suspected of crypto-Catholicism and by 1642 his policies had split the country into high and low church groups. Victory for the low church in the civil war led to the demise of the Church of England during the Interregnum. However, the Church revived after 1660. Supported by the gentry and crown and no longer tainted with latent Catholicism, the Clarendon Code secured its position and enabled it to suppress Presbyterianism and resist attempts by Charles II and

James II to take a more tolerant view towards dissenters. Expect candidates to compare developments both before and after Laud, and to compare the changes with other selected periods. Some candidates may point out that many of Laud's principles were based on ideas advocated by Hooker in the 1590s and on Arminianism, which became popular in James' reign.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

17 How far did government attitudes towards English puritans change in the course of the period from 1558 to 1689? [60]

Focus: Evaluation of changes in government attitudes towards puritans

Elizabeth wished to embrace all subjects and tolerated most puritans until the 1580s when separatists wilfully confronted the Church and state. As a result of the war with Spain and publication of the Marprelate Tracts, 1588-93 were particularly difficult years for puritans. James I was willing to tolerate them but distrusted Presbyterians and as increasing numbers of MPs adopted Puritanism and criticised his religious, foreign and financial policies, the government clashed with the parliaments of 1621 and 1624. Any puritan who failed to conform to High Church principles was persecuted by Charles I and Laud in the 1630s but civil war, victory for puritans and the abolition of bishops ensured puritans were generally well treated by Commonwealth governments. The Restoration of bishops, Anglicanism and Charles II, who had no time for puritans, again saw them under threat but now without the protection of parliament. James II may have sympathised with Protestant non-conformists but could not advance their condition in the face of an implacable parliament and irresistible Anglican Church. The Glorious Revolution brought some tolerance in government attitudes due to William's Calvinism and Whig pressure. Most candidates are likely to take a chronological approach to this question but reward candidates who look for thematic developments and assessments.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

18 Assess the reasons why the strength of anti-Catholic feeling in England varied during the period from 1558 to 1689. [60]

Focus: Evaluation of the reasons for fluctuations in anti-Catholic feeling

The strength of anti-Catholic feeling varied in the course of the period. In Elizabeth's reign it was most intense in the 1580s when plots to free Mary and kill the queen occurred, when Jesuits and missionaries were at large, and when the threat of invasion hung over the country. Legislation against Catholics began in 1570, intensified in 1581 and continued until 1593. Anti-Catholic sentiments re-commenced with the Gunpowder plot, the rise of Arminianism, the Thirty Years' War, Charles I's marriage and foreign policies and the growth of the Counter Reformation in continental Europe. Cromwell was a staunch Protestant and denied Catholics any tolerance purely on religious grounds. Charles II's pro-Catholic/absolutist tendencies and his links with France ensured Protestant MPs stayed alert but the Popish plot and attempts to exclude James between 1678 and 1681 saw feeling reach fever pitch. Anglicans, lawyers and MPs expressed concern at James II's favouritism towards Catholics which climaxed in 1688. Better answers may assess and explain why concern over Catholics in England rose and fell but never totally disappeared.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

19 Which social groups in France gained most and which lost most during the period from 1498 to 1610? Explain your answer. [60]

Focus: Evaluation of different social groups during this period.

Candidates are likely either to organise their response thematically according to those groups that gained most and those that did not, or to take a chronological approach and look at society as a whole at different periods between 1498 and 1610. Synoptic analyses are possible in both routes although the former may be easier to achieve and sustain. In general the social groups that gained most were the aristocracy, nobility, bourgeoisie, merchants and clergy; and those that lost most were the urban poor, peasantry, persecuted religious minorities, and anyone caught up in the civil wars after 1562. Some candidates may attempt to define 'gained' and 'lost', and may do so in terms of living and working conditions, religious freedom/ uniformity, economic circumstances, political stability and domestic prosperity. Better answers are likely to explain their comparative selections and point out that social benefits were not consistent or uniform. For instance, many aristocrats and nobles exercised limited political power under Francis I but enjoyed far greater independence when the government was de-centralised and weaker in the years between 1560 and 1598.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

20 How far did the French Wars of Religion mark a turning-point in the development of the French nation state from 1498 to 1610? [60]

Focus: Evaluation of French wars compared with other moments of change

Candidates need to see how the wars of religion affected the development of the nation state by examining the condition of France before and after 1562. The long wars had a dislocating effect on society and the economy, slowed down political centralisation, led to two faiths co-existing rather uneasily, tarnished the monarchy's reputation for absolutism and reduced the status of France as the dominant power in Europe. Candidates should reflect on how far France's development 'turned' or continued after 1562. Political, foreign, religious, economic, social and cultural themes are all relevant. Some candidates may suggest alternative turning-points (eg reign of Francis I or end of the Italian wars), which is fine provided they first assess the impact of the French wars of religion.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

21 How far do you agree that France was unified but not united during the period from 1498 to 1610? [60]

Focus: Evaluation of the French state in terms of unity and unification

Good candidates are likely to begin by defining 'unified' and 'united', and appreciating any differences. They may well look at some of the following issues: the geo-political conditions of France, the authority of the crown and its relations with the nobility, the development of a centralised administration, social and economic changes that gave rise to a stronger but not necessarily more uniform economy, and religious developments that created lasting social divisions. The role of language and legal reforms as unifying and divisive influences may figure in better essays. The best essays should address the issues thematically.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

22 Assess the reasons why the Jesuits were the most successful reforming order in the sixteenth-century Catholic Church. [60]

Focus: Explanation for Jesuits' success in comparison with other reforming groups

A number of reasons may explain the Jesuits' success. They did not live in common which enabled them to travel, often internationally. Their structured organisation had clear leadership and objectives. They were supported by wealthy patrons and secular rulers, and as papal agents often performed diplomatic tasks. They were excellent publicists most notably arising from their missionary activities. The quality of their education was highly admired and their influence in schools, colleges and universities had a lasting effect. The strength of their preaching in the face of Protestantism, their lack of restrictive practices (eg. exempt from canonical routine and episcopal control) and privileges (eg. exempt from fasting and clerical dress) also helped.

These conditions should be compared with the more limited impact of other reforming orders. For instance, the older regular orders were enclosed and though some had reformed, they were out of touch with the needs of the community. Travelling friars practised pastoral work but were conditioned by their spiritual education and rules. Lay orders such as the Brethren of the Common Life inter-acted with communities but were subject to the rules governing their order and had traditional aims based on piety and service. New orders (such as the Theatines, Ursulines, Angelici, Barnabites and Oratorians) performed charitable work mainly in Italy though the Capuchins, who began in Ancona, spread to several countries and numbered 7,000 by 1600.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 23 How far were the aims and achievements (to c.1600) of the Council of Trent influenced by the Protestant Reformation? [60]**

Focus: Evaluation of the impact of the Protestant Reformation before 1545 on the work and legacy of the Council of Trent

When the General Council met in 1545, its aims were to remove clerical abuses and define the Catholic doctrine. In addition the Papacy was anxious to assert its supremacy over the Church. Protestant reformers had condemned corruption in the Church, challenged orthodox beliefs and denounced papal supremacy. Trent was therefore bound to be influenced by Protestantism, not least because the delegates were aware of its appeal and explicit threat to surviving Catholic churches in Europe. Although Lutheran delegates attended the second session, the Catholic majority rejected any compromise with Protestants; thus many of the Tridentine decrees reflected traditional beliefs and practices. Moreover, the use of the consistory, the emphasis put on the sermon, and the importance attached to the role of education, and the social and spiritual welfare of the people, were all key features of Protestant practices. Most candidates are likely to look at the main features of Protestantism before 1545 and see how and how far they affected the council's debates and decrees, and subsequent development of the Catholic Reformation. Better candidates will be aware of the extent of interplay between the two movements.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 24 Assess the difficulties facing the Papacy in its attempts to reform the Church from 1500 to 1600. [60]**

Focus: Evaluation of different problems confronting the Papacy

Candidates may reflect on some of the following difficulties that faced the Papacy: The scale of corruption in the Church in 1500 in most European countries as well as the Papal States and Curia.

Few training colleges and most clerics were poorly paid and of limited education; and the spiritual welfare of people was widely neglected.

Many monasteries contributed little to communal or spiritual life.

Papal anxiety about calling a general council but one was needed if reforms were to be universally applied.

Uncertain support for reform from secular powers (eg Charles V and Francis I) whose involvement in Italy until 1559 frightened many popes into a state of inertia.

Renaissance popes were materially minded and stood to lose political power and wealth from reform.

Protestantism became very popular and the doctrine of Lutheranism and Calvinism challenged the beliefs and legitimacy of the Papacy and Catholic faith.

The better essays will probably examine a range of difficulties and explain why reform was slow to take off and patchy in its development.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 25 Explain why Spain suffered serious economic problems throughout the seventeenth century. [60]**

Focus: Explanation for Spain's consistent economic difficulties

Inherited debts and juros payments, cost of waging war, high taxation, falling population, limited industrial investment, foreign competition, failure to develop and protect the transatlantic trade and world empire, medieval farming practices, were all problems in 1600, most of which worsened as the 17th century progressed. However, the 17th century also saw the expulsion of the moriscos, a decline in bullion, repeated debasement,

unrelenting warfare, unsuccessful attempts at reform and corrupt administrations. Expect the best candidates to argue that there were periodic improvements eg in European trade after 1660, population levels after 1680, and that industrially the NE region fared better than other areas. The 1610s, 1620s, 1650s and 1660s were decades of retrenchment.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

26 Which country did more to hasten the decline of Spain in the 17th century: the United Provinces or France? Explain your reasons. [60]

Focus: Comparative evaluation of the United Provinces and France in furthering Spain's decline

How the United Provinces and France contributed to Spain's decline should be central to most answers. Wars against the United Provinces in 1598-1609 and 1621-48 weakened the Spanish treasury, diverted military and naval resources from other areas of Europe, brought defeat, and encouraged England and France to attack Spain, and Portugal to strive for (and get) its independence. The loss of the United Provinces at Munster was a blow to Spain's self-confidence and prestige as a world power. However, peace with the Dutch enabled Spain to concentrate on fighting France and the 1650s saw several victories. France, on the other hand, played a key role in Spain's decline from 1628 onwards. It fomented rebellions in Catalonia and Portugal, encouraged England and the United Provinces in their wars against Spain, and exhausted and defeated Spain in 1628-31, 1635-59, 1667-8, 1672-9, 1689-97, seizing lands in Italy, the Netherlands and Alsace. As a result, Spain suffered financially, economically and politically. Candidates need to address both countries to access Bands I and II but the balance is likely to be determined by their line of argument. Other factors that contributed to Spain's decline only become relevant if they are linked to the United Provinces and France.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

27 Who was most responsible for the decline of Spain as an international power in the seventeenth century: Philip III, Philip IV or Charles II? Explain your reasons. [60]

Focus: Comparative evaluation of 17th century Spanish monarchs

It is likely that many candidates will hold Charles II most responsible and Philip III least responsible for Spain's international decline, if only because Charles was a physically and politically weak king who presided over the near collapse of the empire. His reign saw military defeats in war and rebellion, loss of lands to France and Portugal, unprecedented levels of bankruptcy, and a total inability to defend Spain's frontiers. On the other hand, candidates could argue that Spain's international decline owed much to the rise of France after 1665, that many of Charles's foreign difficulties were inherited and a great deal of political damage had already occurred under Philip IV: revolts, rebellions and wars at home and abroad, inept policies, poor leadership, and international defeats at Munster and the Pyrenees. Some candidates may also hold Philip III responsible for entering the 30 Years' War and encouraging a renewal of war against the United Provinces, both of which doomed Spain. Some may blame Philip II for bequeathing a poisoned chalice although he falls outside the specification. For marks in Bands I and II, answers must compare all three kings and, by inference, their governments, before reaching a judgement.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 28 **Assess the contributions of French ministers to the ascendancy of France from 1610 to 1715.** [60]

Focus: Comparative evaluation of the work of several ministers in contributing to the ascendancy of France

Some candidates may argue that Richelieu laid the foundations of French greatness and few should dismiss the significant contributions made during the period 1624-42. The Huguenots were pacified, most nobles domesticated, alliances established and steps taken to weaken Spain, trade companies encouraged and the monarchy strengthened. Problems, however, remained not least weak finances, noble resentment, a large number of Huguenots and a commitment to war on several fronts. His successors Mazarin, Colbert and Louvois, all went some way to solving these problems and, together with Louis XIV, deserve a lot of credit for strengthening France thereafter. They also brought their own problems and these should be taken into account when making an overall judgement. Some candidates may see Colbert as the minister who made the greatest contribution. Unlike Richelieu and Mazarin, he cut court expenditure, abolished sinecures, lowered interest rates, amalgamated tax farming, reclaimed royal lands, and increased the taille paid by landowners. He also had a far wider view of the economy. He pursued mercantilist policies aimed at acquiring gold and silver bullion at the expense of the Dutch and English. As a result, he enabled Louis to wage wars in the 1670s and to become the most powerful man in Europe by 1683. Nevertheless he was primarily focused on the economy and his overall contributions to, say, foreign policy achievements were less direct.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 29 **Assess how far the role of the French nobility changed from 1610 to 1715.** [60]

Focus: Evaluation of the contribution the nobility made to the greatness of France

The nobility was not a homogeneous class. Most nobles however had three features in common: they were exempt from direct taxation, they were socially privileged and they held land but their role changed in the course of the 17th century, especially after the Fronde and the building of Versailles. Before 1653, the **princes of the blood** and the **noblesse d'épée** were politically very active but also a liability, causing anarchy in the 1620s and 1640s (eg. Gaston, Chalais, Marillac, Cinq Mars, les Importants). After 1653 they were brought under control by Louis XIV; a turning point may have been the incarceration of Fouquet in 1661. The **noblesse de robe** held government offices and defended their family interests through rentes, pensions, the Estates and the Paulette. After 1653 the crown harnessed and extended their power and talents in provincial administration, the Church and army. Any private armies were brought under state control and governorships were monitored by intendants. The **noblesse de province** were landowners whose situation fluctuated according to agricultural conditions (they suffered after the depression of the 1680s) and many became impoverished. If candidates take a thematic route, they may well look at how the nobles fared militarily, politically, administratively, fiscally and socially. While all retained their social and fiscal privileges, most lost their political and military power in the course of the period. Reward candidates who address the different types of nobility and link their contributions to making France 'great'. They should be aware that the nobles could be a positive as well as a negative force.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 30 'France was a stronger international power in 1660 than at any other time from 1610 to 1715.' How far do you agree with this view? [60]**

Focus: Assessment of France in 1660 compared with other periods in terms of its international power and status

An assessment of France's international position in 1660 may be the starting-point of most answers. The Peace of Pyrenees (1659) secured French dominance in Western Europe over Spain, and enabled her to assail Dutch and English trade, seize Spanish territories and intervene in German politics in the course of the next 30 years. Prolonged war (1635-59) had left France with financial difficulties and in need of a respite but it gained further lands in 1668 and 1679, as well as an increase in debts. Expect candidates to compare its condition in 1660 and its aftermath with earlier and later periods, with reference to the development of other countries most notably Spain, England and the United Provinces. Some will challenge the premise, perhaps favouring c1680s; other candidates will agree with it.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 31 How far do you agree that the accession of Louis XV in 1715 was the most important turning-point in French absolutism during the period from 1661 to 1789? [60]**

Focus: Assessment of turning-points in French absolutism

Candidates might agree or disagree about the prior importance of 1715. For example, the accession of Louis XVI in 1774 might be considered of greater importance or the majority of Louis XIV in 1661, both of which shaped the nature of French absolutism. Two approaches are likely. First, turning-points may be seen as major/significant changes. Answers could explain why developments were turning-points and how they relate to absolutism. Candidates who reject the prior importance of 1715 can devote more time to other turning-points but a mark in Band III will normally require at least a solid paragraph assessing the significance of Louis XV's accession. Second, answers might be organised thematically or chronologically. Sound arguments might be constructed sequentially but candidates should not focus on one turning-point. Assessing 'most important' involves a comparison.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 32 Assess the claim that absolutism in Russia under Peter the Great and Catherine the Great was characterised more by continuity than change. [60]**

Focus: Assessment of a claim about change and continuity in Russia

Candidates are not required to show knowledge of other Russian rulers but wider accurate references may be rewarded. They might argue for the greater claim either of continuity or change, and answers might be organised thematically or chronologically. The range of factors that can be considered is wide but it will be necessary to link them to absolutism. For example, answers that simply record changes or continuity in religion will not merit as high a mark as those that link religion to absolutism, for example showing how Peter the Great curbed the power of the Orthodox Church and enhanced his own power. Even accepting the need to be aware of alternative explanations, it is difficult to see how one might argue either for complete continuity or for change. The discriminating factor for the most successful answers will be the ability to synthesise the assessments of a variety of points and come to a cohesive conclusion.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 33 Assess the view that the Roman Catholic Church was untouched by the Enlightenment during the period from 1661 to 1796. [60]**

Focus: Assessment of a judgement about the Roman Catholic Church

The focus should be on the Roman Catholic Church. Answers that spend much time explaining the nature of the Enlightenment and reduce the discussion of the Church to a sub-section cannot expect a high mark. However, sound answers will consider the Church effectively within an explanation of what might be considered enlightened or unenlightened. The latter aspect(s) can be covered separately or integrated into the argument about the Church. Most candidates might agree with the claim in the question. The broad view would be of a Church that defended uncritically a traditional view of the monarchy and society. It saw challenges in new ideas in science, politics and society. Austrian rulers regarded it as reactionary and adopted policies to bring it under closer control. The link between the Church and throne, and its unwillingness to concede on its privileges, helped to make it unpopular in France by 1789. Yet there were churchmen in Austria and France who had more liberal views. Some of them saw Jesuits as targets. Many clergy performed their spiritual duties faithfully and some were attracted by the new ideas.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

2591 Themes in History 1763 – 1996

- 1 How far was the Third Home Rule Bill of 1912 the most important turning-point in the relationship between Ireland and the British government in the period from 1798 to 1921? [60]

Focus: Assessment of the relative importance of the Third Home Rule Bill over the period

Candidates need to compare the Third Home Rule Bill with other key points in the relationship between the UK and Ireland. Other possibilities might include the Act of Union, Emancipation, the Famine, the 1886 Home Rule Bill, the Easter Rising and the Anglo-Irish Treaty. **Not** all need to be considered but a full consideration of the 1912 bill is required. The case for the Act of Union is that it set the agenda for the entire period. The argument for Emancipation is that it opened the door to a Catholic Ireland. The Famine created bitterness and an American migratory dimension and Home Rule in 1886 restored Dublin parliament but with limited powers and, unlike 1800 and 1829, it failed. The Easter rising proved to be a mistake for the British government whereas the 1921 Treaty closed the agenda raised by the Union. The case for 1912 being the most important event rests on its impact in Ireland and Britain. It transformed Ulster and saw the Conservative party firmly hitched to Unionism and prepared to act irresponsibly. Such developments prevented compromise and pointed to war later in the decade. It completed the sectarian divide and led to partition, confirming that Home Rule was the way forward and ending the 'all' Ireland solution. It was also crucial for constitutional nationalism; a failure to deliver this time would lead to the collapse of the Home Rule party.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 2 To what extent did the Famine of 1845–49 change the direction of Irish economic development during the period from 1798 to 1921? [60]

Focus: Evaluation of the role of the Famine in Irish economic development

Answers need to establish the broad direction of Irish economic development over the period: export of labour; the tendency to maintain subsistence agriculture but with a decline of the Cottier class and rise of more substantial Catholic tenant farmers; the development of linen, shipbuilding and engineering industries in Belfast; decline of the large estates. In terms of continuity, famines were not unusual – a severe one occurred in the 1810s and more substantial tenant farmers were already emerging. The Devon Commission was called before the Famine and concluded small plots were unsustainable. The Famine merely hastened the shake-up of land. Emigration was also well underway before it, 1½ million leaving 1815–45, whilst hunger had always been a feature. The west of Ireland remained a poor area before and after the Famine. However, it is also possible to stress change, especially with reference to the scale of the disaster. The population, after a massive increase from 3 to 8 million during 1770-1840, stabilised after 1845 at 6 million. The Cottier class were wiped out and along with them the end of seasonal unemployment as the potato became less important and mechanisation grew. Larger tenant farmers were able to modernise agriculture slowly. Government became more interventionist in and after the Famine via public works, workhouses and a new insistence landlords bear the brunt of the poor rates. This led to more eviction and a new post-1850 phase where tenant rights became the central issue. Governments encouraged land sales through the Unencumbered Estates Act 1849. Agriculture became less tillage and more pastorally based. Labourers' wages and housing improved. Cities were more affected by the cholera epidemic of 1849-50 whilst Ulster benefited from Free Trade after 1846, and from being less affected by the Famine. The type of emigration also changed. Pre-famine, the emigrant had some capital; after, they were very poor. Emigration remained very high

until 1921, 2½ million leaving 1850-1921. Given the development of the Catholic tenant farmer, a turning-point of equal gravity to the Famine was the Great Agricultural Depression of 1879, in turn stabilised by government action to 1914. Better answers will put the Famine into the context of change from 1798 to 1921.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

3 How far was Irish constitutional nationalism a failure throughout the period from 1798 to 1921? [60]

Focus: Evaluation of constitutional nationalism

Candidates may stress failure throughout the period. Its main aim, the campaign for Home Rule, clearly was never achieved except for the unwanted Home Rule for Ulster in 1921. 1800 saw the end of Grattan's Parliament, the '1782' experiment and an early defeat for the 'Patriots'. In the 1840s, the Repeal movement of the Union also failed. Before 1879, constitutional nationalism was unable to pressurise governments sufficiently to consider reform within the Union although post Lichfield compact the Whigs did reform under such pressure. Even when Parnell had fashioned a disciplined and effective parliamentary group two Home Rule Bills failed, whilst Redmond was unable to have much influence on the 3rd Bill. As an electoral force it began to lose out, first locally and then nationally, to Sinn Féin, a process complete by 1918. However, if one looks at other aims the picture is less bleak. Constitutional nationalism created a moderate tradition through O'Connell, Parnell and Redmond by fashioning a parliamentary party in the 1830s and 1870s that forced British governments to negotiate. Parnell ably linked this with land agitation to transform the legal position of tenants and focussed the attention of Britain on Ireland. They were able to mobilise large numbers, especially in the 1820s, 1840s, 1870s and 1880s. Reform within the Union was achieved, notably Catholic Emancipation, and they made themselves an integral part of mainland parties until 1918.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

4 How far would you agree that the most important reason why the recruitment, re-organisation and resources of the army were limited in the period from 1793 to 1918 was because of their impact on civilian society? [60]

Focus: assessment of the reasons why the army's recruitment re-organisation and resources were limited from 1793 to 1918

Limits on recruitment, reorganisation and resources were more often because of cost cutting, economy and retrenchment than anything else. Answers might point to the army's limited European role 1815–1914 which kept it small with little incentive to change. The shock came with the Crimea where a 'colonial' army tried to fight a European war. However, historically the army's impact on civilian society was considered a negative one, an unconstitutional force (c.f. the navy) which, within an industrialising society, was a disruptive threat, taking men from looms and ploughs and demanding large taxes. However, the relationship with civilian society was more complex than this. The army was linked to the aristocracy which meant it came in for radical attacks (Crimea to 1914), but that also discouraged change to organisation and recruitment. This meant it was linked to land, not growing cities where it was often distrusted by Nonconformist authorities. Recruitment was especially limited by civilian reaction. In the Napoleonic Wars, Britain hired mercenaries, paid bounties and resorted to pressure, including kidnapping, but post-1815 such methods became unacceptable. The Crimea was the first 'voluntary' war and such a system was fiercely defended to 1916 when conscription was again resorted to. The Army was appalled by urban recruits (Second Boer War), but took to urban recruitment in 1914 when new techniques of persuasion were so effective that some

Liberal MPs challenged the recruitment of the under-aged. During the volunteer stage, there were various crises of recruitment, 1860s and 1870s seeing Cardwell's limited attempt to make 'service' more attractive fail, just as Howick's 1847 Enlistment Bill to make service less a life sentence had done. Neither could stomach paying the going rate for labour and so merely fiddled with conditions. Here cost again provides the main reason. The Crimea required 90,000 extra men, but only 4,500 materialised. There was more integration with civilian society later in the century thanks to medical advances, the heroics of Empire and paternal officers. However, governments feared a large army on law and order grounds. Reorganisation was limited and slow given the nature of 'patronage' government and the social system. There was no will to change the confused administrative system of overlapping jurisdiction until 1854-55. After that, the Liberals feared an unconstitutional force that would waste money and threaten government. Even Cardwell had to dress-up his reorganisation as an international liberal police force. Change was usually the result of cost cutting and the need to merge battalion in reserve or expeditionary forces. Resources were clearly more a question of cost outside war itself, although the army between 1815 and 1914 saw marginally more reserves than the Navy, perhaps a reflection of constant colonial wars. The balance of discussion between the three areas of the army need not be dealt with in equal proportions, but patterns need to be established and the balance of factors other than civilian impact needs to be considered.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

5 Explain why some army and navy reforms were more effective than others during the period from 1793 to 1918. [60]

Focus: comparison of the effectiveness of army and naval reform

Answers need to consider a variety of reforms across the period: Middleton and Collingwood on the Navy in 1793; sporadic reform mid-century (enlistment 1847; Aberdeen and the Navy 1853; the creation of a Naval Reserve 1859; discipline 1859, 1867, 1870); recruitment and the standard of the Officer Class in Cardwell's reform; Childers at the Admiralty 1870; spending in the Naval Defence Act 1889; General Staff and War Office 1890s and the committee for Imperial Defence 1903; Haldane's reforms and finally conscription and the work of Kitchener, French, Haig and Jellicoe during 1914-18. Crucial to a successful answer will be consideration of relative effectiveness and candidates need to establish criteria to judge this – constraining factors such as British traditions of liberty and fears of an effective standing army. Finance was an important factor limiting even the Navy's ability to respond in the 1820s, 1850s and 1870s (ships built for foreign navies had to be quickly bought up). Government commitment and expenditure were also an issue (Lloyd George's impositions of convoys on a reluctant Admiralty was a glaring example; reactions to the Crimea more typically slow and niggardly). Whether a reform worked in practice (winning wars) could also be considered. Is administrative reform more effective because it is cheap or were reforms ignored in jurisdictional disputes, as so often in the Napoleonic Wars, when re-organisation was not achieved? Did an effective reform require the necessity of war or a public scandal or campaign to succeed? Some of the least effective reforms pre-Cardwell were on recruitment and discipline as private initiatives and piecemeal enterprise (counties and patronage) prevailed. Enlistment (1847) failed because reduced service precluded a pension. Cardwell was successful in abolishing purchase of commission, but economy prevailed on recruitment and the reserve ensured an army only really suited to imperial conflict (and problems remained here, as the Zulu Wars and the Boer Wars showed). Childers's work at the Admiralty was a complete failure given the concern for economy and a pressured administrator. Naval attempts to improve pay and conditions in 1853 came too late for the Crimea, but it at least made it effective given the need to deal with new technology. The Edwardian debate on 'survival' aided the success of Haldane's administrative reforms and clearly the Great War demanded initiatives.

Effective reforms were often so because of the constant reissuing of standards, sheer need and public scandals. Costs issues explain the less effective.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 6** 'Except for its scale, the First World War was little different from the wars fought by Britain in the period from 1793 to 1902.' How far do you agree with this view? [60]

Focus: A comparison of the wars fought by Britain 1793-1918

Candidates will need to maintain a comparative focus and assess the typicality or otherwise of the Great War. They can range as widely as they like addressing such matters as strategy, tactics, artillery and weaponry, logistics and supply, conditions for the armed forces and wider issues like aims, propaganda, morale, opinion and Home Fronts. The scale of the World War is a 'given', except for its length. Four years was fairly normal in relation to the length of Britain's 18th and 19th century wars. The exceptions were the Revolutionary and Napoleonic Wars. Possible differences could lie in aims. The Great War was for grandiose reasons, even to end war itself; other wars were for definable and self-interested goals. Both the French and World Wars saw economic blockades on a European scale, the navy functioning as the key tool in both. All Britain's wars saw British naval surface supremacy, the key differences in 1914 being the U-boat challenge. Naval/military expeditions were used in both the First World War and the Crimea. The Revolutionary and Napoleonic Wars also saw many fronts and were on a global scale. All Britain's wars saw supply problems. The state of the ordinary soldier had often been grim. Although reasonably paid, healthy and fed by 1914 and much less likely to die of sickness and poor hospitals, the Great War saw a much greater incidence of slaughter and psychological damage. The intention remained the same – hand to hand combat – but there was much less of this in trench warfare. Many candidates will stress the differences: volunteers, involvement of women, control of propaganda and censorship, novel forms of technology, gas, tanks, trench and air activity, the remoteness of High Commands.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 7** 'Laissez-faire thinking was the main influence on government policies concerning welfare issues throughout the period 1834 to 1948.' How far do you agree with this view? [60]

Focus: assessment of the factors influencing government welfare policies

Many answers may argue against the assertion, possibly suggesting that there was an evolutionary move towards the creation of a welfare state which was the ultimate form of state intervention and the end of individualism. Thus, there might be much discussion of the 1834 Poor Law Amendment Act, the Liberal welfare reforms before 1914, inter-war developments, the impact of the Beveridge Report. Strong answers will point to elements of continuity as well as gradual change, such as: the 1906-11 Liberal reforms were limited in scope, the inter-war policies on unemployment were still influenced by notions of the deserving and undeserving poor, the welfare state set up after 1945 was not quite the optimum form of provision for the poor that at least some had expected.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 8** Assess the reasons for greater government intervention in education during the period from 1834 to 1948. [60]

Focus: Assessment of the reasons for government intervention in education

Candidates may argue that rapid industrialisation led to unprecedented rates of economic growth which in turn increased tax revenues and the availability of money for governments to spend on welfare projects. This seems to be the case for education well into the 20th century. In the 1830s the first government grants were given to the voluntary sector to expand elementary provision and money was also put aside for the setting up of a Privy Council (1839) to monitor progress. Government investment in education continued

throughout the 19th century resulting in the emergence of teacher training colleges, the introduction of the Revised Code (1862), the building of the first state schools (1870), compulsory attendance (1876) and the first steps towards the abolition of fees for elementary schools. Further resources were made available at the start of the 20th century to fund the provisions of the 1902 Act followed by the scholarship system of 1907, which aimed to increase access to the new secondary schools. A major change occurred with the advent of the First World War. Fisher's Act looked to expand provision further but economic depression in the early 1920s resulted in cutbacks in expenditure. The interwar years were a period of much educational debate and planning but little action as successive governments diverted resources to tackling unemployment. There was a major change at the end of the period with Butler's Act but the financial implications of this were not fully realised until after 1948. To access the higher mark bands, candidates should also consider other factors that influenced the expansion of provision: eg the impact of wars, economic rivalry, extensions to the franchise, rising social aspirations and the role of the voluntary and independent sectors.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 9 'The biggest influence on the treatment of the poor by governments during the period from 1834 to 1948 was the work of social investigators such as Chadwick and Beveridge.' How far do you agree with this view? [60]**

Focus: assessment of influences on government policies on poverty

Many may argue that the social investigators were influential, but other factors shaping government policies need to be considered. Broad interpretation of the term 'social investigators' is permissible in answers. Many may consider Booth and/or Rowntree as well as the two investigators identified in the question, but there were others who may be brought in (eg Mayhew, Dickens, Disraeli, Tout, Orwell, various royal commissions, charities, trades unions). These individuals or groups revealed much about the causes, extent, nature and consequences of poverty over time, and certainly seemed to have had a substantial impact on social policy. However, their efforts should be measured against the significance of other political, economic and social factors (such as wars, the rise of the labour movement, economic competition, rising living standards and expectations, the changing role of women).

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 10 To what extent were changes to both the House of Commons and the House of Lords essential to the development of democracy during the period from 1868 to 1992? [60]**

Focus: Significance of changes to the Houses of Parliament

Candidates may argue that changes to the Houses of Parliament were essential but have to be considered alongside other developments. Reforms to the Lords were more significant than those of the Commons. In particular, there is likely to be much discussion about the 1911 constitutional crisis and the reduction in the power of the Lords reinforced by the reform of 1948. However, there were important changes in the Commons as electoral reform (extensions to the franchise, redistribution of seats, 'secret voting') changed its composition. These seemed to have a positive impact on the development of democracy although other changes, such as the televising of parliament, were more contentious. Better candidates should be able to measure the importance of these changes against other developments such as the widening of the electorate, the emergence of new political parties, the changing role of the prime minister, educational reforms, the role of the mass media and the growth of pressure group activity. Merit should

be given to those who challenge the idea of changes to parliament being essential, insofar as it could be argued that other developments were far more if not equally important.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 11 How far were the results of general elections during the period from 1868 to 1992 determined mainly by the political abilities of party leaders? [60]**

Focus: assessment of the factors determining general elections

Many answers may argue for the assertion, claiming that strong, charismatic leadership was essential for victory. There is plenty of material to support such an argument, ranging, for example, from the efforts of Gladstone and Disraeli to Baldwin, Attlee, Macmillan, Wilson, Thatcher. Stronger answers may point out that different leaders had different political abilities, although there were common attributes (eg flexibility, astuteness, administrative ability, personal appeal). However, the question demands that other factors be considered. These might include: the changing political context (weak oppositions eg Labour 1983, 1987, 1992), external issues (eg economic performance, war 1983), the rise of the mass media (especially television), the changing role of women in society, educational developments, changes in electoral methods. One interesting contrast that some might exploit is the defeat in 1945 of the highly able Churchill by the 'modest' Attlee.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 12 'The change in the political role of women was very limited during the period from 1868 to 1992.' How far do you agree with this view? [60]**

Focus: Changing political role of women

A number of candidates are likely to adopt the rather simplistic line of argument that when women eventually received the vote (1918 and 1928) then their political status improved considerably. This was added to by the rise in the number of female MPs starting with Nancy Astor (1919), the appointment of the first female cabinet minister (Margaret Bondfield in 1929), the first female peers being accepted in the House of Lords (1958), and the election of the first female prime minister (Margaret Thatcher in 1979). There were a number of other women who achieved significant political status throughout the period including Ellen Wilkinson, Florence Horsburgh, Barbara Castle, Judith Hart and Shirley Williams. This approach is rather tokenistic and more able students should be able to provide a more balanced analysis and evaluation. They might acknowledge the advances made by women but are likely to indicate that in relative terms, changes to the political status of women have been slow, arduous and quite limited. By the end of the period women were still under-represented in parliament and in other areas of political activity, such as trade union leadership, the organisation and management of pressure groups, the political press and local government. In general, the quality of responses is likely to hinge on how 'political role' is defined and the breadth of knowledge and understanding candidates have about the historical role of women in British politics.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 13 Assess the consequences for society throughout the period from 1896 to 1996 of the growth and development of the mass media. [60]**

Focus: Evaluation of the consequences for society of the growth of the mass media

The key to success here is recognising the significance of the instruction to assess: candidates will need to argue the consequences through and weigh up their importance for society. Weaker students are likely to draw up a list, unevaluated and undeveloped. The consequences for society which students may wish to explore are: the growth in political awareness and both political involvement and scepticism/ alienation; improved education/ knowledge/ understanding of issues; impact on values and morals; Americanisation; increased range of leisure activities/ interests; impact on women and the family; high culture versus low culture debate; class awareness and conflict/ envy; greater national

unity and share culture on the one hand, but greater awareness of differences and fragmentation on the other.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 14 To what extent did the role of the mass media in times of national crisis change during the century from 1896?** [60]

Focus: assessment of consistency/change in the media's role during national crises

Candidates are not expected to have a detailed knowledge of any of the national crises in this period, but they are expected to be able to demonstrate an understanding of the role the media played in a range of crises. Both World Wars, the 1926 General Strike, appeasement during the 1930s, Suez 1956, the Falklands War, and the 'Troubles' in Ireland from 1969 are all specified in the syllabus and it is reasonable to assume that candidates should be able to use evidence from a range of these but, of course, other crises may also be referred – such as the Second Boer War; the pre-World War I suffrage campaign, industrial and Irish unrest; the Depression of the 1930s. Expect candidates to refer to a range of media and for better responses to assess the extent their roles may have changed during national crises.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 15 How far do you agree that American influence has been the most significant factor in the development of the mass media in Britain during the period from 1896 to 1996?** [60]

Focus: Assessment of the influence of American techniques and programmes on British mass media

From the industrialisation of the press in the last part of the 19th century to the way in which television has developed in the second half of the 20th century, the convention has been to accord to the USA a predominant influence. This question encourages candidates to scrutinise the extent to which the actual roles of the British media have been affected by American techniques and programmes. Counter-arguments could include the much stronger educational role and programming assumed by the BBC and popular press, especially the resistance to commercialism and the strong commitment to public information. Other significant factors (such as government pressure, changes in society unique to Britain) may be argued as equally or more important in influencing the media, and candidates may spend quite a large part of the essay on this. Good candidates may well make a useful distinction between techniques' from the USA (generally adopted keenly) and 'programmes' or content, which were relatively limited.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 16 'Waging war successfully in the period from 1792 to 1918 depended mainly on the help of allies.' How far do you agree with this view?** [60]

Focus: evaluation of the effectiveness of alliances in warfare

Credit should be given to those responses which draw on examples from across the period. One might expect analysis of the various coalitions formed to contain Revolutionary and Napoleonic France. The isolation of certain enemies of France in this period would be useful to the answer; examples might be Prussia in 1806, Austria in 1809. The power of France in this period to wage successful war on her own is a valid point, as is her tendency to form alliances – forced or not – with minor powers such as the Confederation of the

Rhine or the Italian states, or with defeated great powers such as Prussia and Austria in 1812. The power of the anti-Russian alliance of the Crimean War – Great Britain, France, Piedmont and Turkey – to project power into the Crimea and defeat an isolated Russia on home territory would be a valid area of discussion. Another example might be Franco-Piedmontese alliance of 1859 in the war against Austria, especially if contrasted with the failure of the Italians to inflict defeat on Austria earlier in the century. The Austro-Prussian war could be used for both sides of the argument, either by pointing to Prussian success on her own or by emphasising the alliance of minor states both major combatant powers formed around themselves in this war. For Franco-Prussian War the isolation of France could be contrasted with the Prussian led German alliance. The alliance systems of the First World War are obvious areas for discussion. Should the candidate seek to use the American Civil War the diplomatic isolation of the Confederacy might be advanced as a cause of the victory of the larger and more industrially powerful Union.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

17 Assess the view that armies failed to apply developments in weapons technology to battlefield tactics in the period from 1792 to 1918. [60]

Focus: Evaluation of the impact of technology on war in the period

The Revolutionary and Napoleonic Wars were fought with essentially the weapons technology of the 1700s; even advances in artillery predated the start of the period. However, candidates might argue that the combatant powers starting with the French applied this technology successfully and in new ways on the battlefield. From 1815 the speed of development steps up with the introduction of percussion caps and breech loading rifles as the period goes on. Artillery also advances with the introduction of rifling, breech loading, various new types of munitions, and finally effective recoil systems. Machine guns appear in the final part of the period, with the tank and aeroplane entering the lists in World War One. It is expected that these developments will be analysed in the context of battlefield tactics. Candidates might argue that armies embraced the new technologies well, for example the use of the breech-loading carbine by the Prussians in 1866 or the French with the Chassepot rifle in 1870-71, or that armies were always one step behind. The 1866 conflict can be used to argue that the Austrian artillery had jumped ahead of the Prussians. Candidates might also argue that the response of armies to new technology varied according to the period, for example that 1914 came as a total shock to the military thinking of the time. Candidates might simply list the development of weapons technology but that approach would be confined to **Band IV**.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

18 To what extent did public opinion influence military decisions in war in the period from 1792 to 1918? [60]

Focus: Evaluation of the effect of public opinion on the conduct of war

It is expected that candidates will discuss the conduct of war in the light of the pressures of domestic public opinion. Definitions of public opinion vary and examiners need to be aware that political pressure on elites came in many forms. Arguments that public opinion did influence military decisions might include the early part of the Revolutionary Wars where the French Republic was fighting perhaps an ideological war for its very existence. Candidates might point to the concept of the 'nation in arms' or the execution of generals for political reasons. It might be argued that the *Ancien Regime* powers fought for the same reasons ie to protect their own political establishment from potential opposition from below. Napoleon might be used both ways: the need for military victory and its links to political stability. The Crimean War is a good example where military decisions were

influenced by public opinion placing pressure on military decisions via political demands on the French and British governments. The reaction of Russia to this conflict might also be discussed. With regard to the wars of unification, public opinion dragged France into Italy in 1859 and rising nationalism had an impact on all of the wars of this period. Colonial conflicts in the latter part of the period, for example the Boer War, could be discussed and the Great War has a lot of potential. Of course some candidates might argue that military decisions are made with no regard to public opinion in autocratic states.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 19 How far do you agree with the view that Kaiser William II managed German nationalism more effectively than Metternich and Bismarck? [60]**

Focus: Evaluation of the management of German nationalism in this period

Candidates will be more successful if they define 'managed' in their answer. They might define the ways in which the three were (or were not) effective: for example in controlling, harnessing or using nationalism. All three had different aims and different circumstances, which could enable candidates to make convincing cases for all of them. By 1848/49 no leader of the nationalist movement with mass appeal emerged. From 1815 to 1848 the nationalist movement was too weak to effectively challenge the Metternich System: arguably this demonstrates his effective control over German nationalists. Equally Metternich fled Vienna in 1848, though his downfall was hardly dominated by German nationalism. Many candidates may argue in favour of Bismarck because of his critical role in the 1860s in the creation of the Second Reich; candidates may argue that he managed German nationalism by hijacking the nationalist cause for Prussia's ends. This too could be considered effective management of German nationalism. William II's search for world power was undoubtedly populist, mirroring the development of radical nationalism, but it placed Germany in a vulnerable position. The ultimate outcome of his policies was defeat in the Great War and humiliation at Versailles.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 20 Assess the reasons for the growth of German nationalism in the period from 1815 to 1919. [60]**

Focus: evaluation of the reasons for the growth of German nationalism

Answers need to focus on the dominant factors in the development of German nationalism during this period, from the reasons for the growing emergence of the nationalist movement after 1815 to the reasons for the development of more radical nationalism in the late nineteenth and early twentieth centuries. The development and impact of various ideas on the emergence and development of nationalism may be explored. Answers may also explain the importance of economic factors on developments, for example the impact of the Zollverein after 1834 in developing Prussian leadership of Germany. Candidates may understand how developments in the economy by the 1850s paved the way for the Prussian military victories of 1864, 1866 and 1870-71. Candidates may explain how Prussia's dominance over the German states from 1866, and the ambitions of Bismarck and William II, distinctly shaped the course of German Nationalism.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 21 'The creation and development of a united Germany in the period from 1815 to 1919 owed everything to Prussia and nothing to German nationalism.' How far do you agree with this view? [60]**

Focus: Evaluation of the reasons for the creation and development of the German Empire

Candidates should focus on the dominant factors from the development of the nationalist movement after 1815 to the development of more radical nationalism at the end of the period. Candidates may argue that the emergence of romantic nationalism had an impact but that the divisions within the movement weakened it. They need to show that intellectual nationalism was not the sole factor determining the creation and development of the Empire. Candidates should be able to contrast the importance of nationalism with other factors: eg by explaining the importance of economic factors, such as the Zollverein, after 1834 in developing Prussia's economic strength and subsequent leadership of Germany.

They should understand how economic developments in the 1850s paved the way for military victories in 1864, 1866 and 1870-1. The leadership role of Bismarck, who determined the shape, extent and development of the Empire, may be usefully discussed. Candidates could argue that his ideas owed little or nothing to nationalism and that therefore the latter's contribution was minimal. The impact of William II was arguably as significant on the further development and fortunes of the Empire.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

22 'Lenin was the ruler who did most to transform Russia in the period from 1855 to 1956.' How far do you agree with this view? [60]

Focus: Comparative evaluation of Lenin's role in transforming Russia

Candidates should focus on a comparison between Lenin and other rulers, most likely Alexander II, Alexander III, Nicholas II, Prince Lvov, Kerensky, Stalin and possibly Khrushchev but no answer needs to refer to all of these rulers. Answers that are written entirely about Lenin should have a ceiling of **Band III**. Candidates that narrowly and exclusively compare Lenin with one other ruler, for example, Stalin, will have a ceiling of **Band II**, however detailed their answers may be. Candidates who do not restrict themselves to a narrow definition of 'transform' are likely to be successful. They could argue that Lenin did most to transform Russia because he led the Bolsheviks to victory in 1917 and then consolidated their power up to 1924. Candidates may argue that because of the difficulties and circumstances he faced (Civil War, famine), Lenin was unable to transform Russia as he had wished, and they may use their knowledge of the debate as to whether Lenin paved the way for Stalin to inform their judgements. Some may argue that Stalin did more to transform Russia, for example focusing on the impact of the Five Year Plans, collectivisation and the purges. Candidates could usefully argue that both Alexander II and Alexander III did a great deal to transform Russia, though in very different ways. It could also be argued that the mistakes and folly of Nicholas II doomed Russia to the events of 1917. Candidates are not required to deal with all of these issues in depth but to make a sustained comparison and judgement over the whole period.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

23 How far do you agree that the assassination of Tsar Alexander II in 1881 was the most important turning-point in the development of Russian government in the period from 1855 to 1956? [60]

Focus: assessment of the relative significance of points in the development of Russian government

Answers will need to focus on the phrases '**most** important turning-point' and 'the development of Russian government' in their answers. Alternative turning-points considered in the relative evaluation may include: 1855, 1866, 1905-06, February 1917, October 1917, 1924, 1928-29. Answers may argue that the end of centuries of Romanov rule was the most significant turning-point, but they may go on to argue that ultimately this led to the replacement of 'Romanov Tsars' by 'red Tsars'. Many candidates will undoubtedly argue that October 1917 and the triumph of Bolshevism was a far more important turning point than the abdication of Nicholas which may have simply paved the way for the development of parliamentary democracy in different circumstances. Candidates may argue that the assassination of Alexander II and his replacement by Alexander III was the defining moment in Russian history in this period. They could suggest that the assassination marked the end of any hope of meaningful reform from above by the Romanov dynasty, and set the Romanovs on course for revolution and their downfall. Arguably, Alexander II's earlier abandonment of the reforming spirit of the early

1860s marked the actual return to (albeit ineffectual under him) repressive autocracy. Some may consider that the replacement of Lenin by Stalin as the most significant turning point, perverting the 'true' course of the Russian Revolution, but this may be countered by the more recent archival evidence which suggests that there was significant continuity between Lenin and Stalin.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

24 How far do you agree that the working class of Russia suffered more under communist rule than they did under the Tsars in the period from 1855 to 1956? [60]

Focus: Comparative assessment of the condition of the working class peoples of Russia during the period

Some candidates may compare and contrast Marxist ideology with the actual experience of life in the USSR. Candidates may treat Russia's peasants as part of their discussions but the main focus should involve a consideration of the experience of Russia's industrial working class or proletariat. Candidates who fail to discuss the urban workers may not be put into **Bands I and II**. Candidates are likely to compare the impact of industrialization on the lives of the people before and after 1917. Similarities could include the grim experience of industrialization experienced by the proletariat, both as a consequence of Witte's Great Spurt and Stalin's Five Year Plans. Some may compare the scale of suffering under Lenin and Stalin with that experienced before 1917. Others may argue that the working peoples gained benefits from Bolshevik rule, eg education, and refer to advances under Stalin and Khrushchev.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

25 Assess the view that the Missouri Compromise of 1820 was the major turning-point in North-South relations during the period from 1787 to 1877. [60]

Focus: Evaluation of key points in influencing North-South relations

The 1820 Missouri Compromise maintained the balance between Free and Slave states within the USA. It allowed Missouri to enter as a slave state but this was balanced with the creation of the free state of Maine. The compromise between North and South maintained the delicate balance within Congress until the 1850s. The Compromise of 1850, which allowed California to enter as a free state, brought that balance to an end. The subsequent accession of Minnesota in 1858 and Oregon in 1859 as free states reinforced the end of parity between North and South. Candidates may consider that the Kansas-Nebraska Act of 1854 brought to an end compromise between North and South. Some may argue that the end of Reconstruction in 1877 re-established the concept of compromise between North and South.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

26 Assess the view that presidential power expanded more in the presidency of Abraham Lincoln (1861-65) than during the period of office of any other US president in the period from 1789 to 1877. [60]

Focus: evaluation of the key eras in the growth of presidential power

Lincoln's role as president needs to be compared with other presidents in the development of presidential power. Lincoln stands out because he acquired powers during the Civil War (such as the raising of troops without Congressional consent, the removal of civil rights, the deportation of individuals he deemed suspect during the Civil War such as

Vallandigham of Ohio). It might be argued that Lincoln permanently extended presidential power as commander-in-chief. Against that, a counter-thesis might argue that the unprecedented crisis of Civil War demanded temporary unprecedented powers. Other impact of other presidents will need to be evaluated in significance against the impact of Lincoln's presidency: perhaps Washington and the definition of the role of president from 1789 to 1801; Jefferson and the Louisiana Purchase of 1803; Jackson and the 'Trail of Tears' and Second Bank of the United States incident during the 1830s.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

27 To what extent was social change the main cause of amendments to the US Constitution in the period from 1791 to 1877?

[60]

Focus: Assessment of the reasons behind constitutional amendments

Candidates should mention the first 10 amendments of 1791 (The Bill of Rights). These were included because several states refused to ratify the 1787 Constitution without specific social/civil rights included within the Constitution. Candidates may argue that these were the result of social changes brought on by the Revolutionary War and its immediate aftermath. During the Revolutionary War many Americans fought against what they saw as military occupation and arbitrary rule. They fought to defend their liberties. Therefore the Bill of Rights contained the right to bear arms (2nd), the prohibition of quartering troops in private homes (4th), the protection of individual rights eg the freedom of the press and freedom of assembly (1st). Fear of the power of the Catholic Church was also prevented by the 1st amendment with the separation of church and state. The 11th and 12th amendments were due to technical issues – the 11th separated elections of president and vice president following the electoral college impasse of the 1800 presidential election. Candidates should mention that the main areas where amendments were due to social change were the three civil war amendments of 1865-70 associated with the abolition of slavery. These stated that slavery was abolished for all time (13th) in 1865; African Americans were given full civil rights (14th) and discrimination in voting on the basis of race was forbidden (15th).

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

28 'Compared with Native Americans, Hispanic Americans and Asian Americans faced only minor discrimination in civil rights in the period from 1865 to 1980.' How far do you agree with this view?

[60]

Focus: Comparative evaluation of civil rights discrimination between different ethnic groups

Candidates may explain that Native Americans were not allowed to become US citizens until 1887 with the Dawes Act. Even then, this was applied just to Plains Indians. Only in 1924 did Congress allow citizenship to all Native Americans. Thereafter, Native Americans still suffered social and economic deprivation on reservations and social discrimination outside. Asian Americans faced restrictions and social discrimination with the Asian Exclusion Act of 1882. Japanese Americans suffered in the 1930s in California and then mass imprisonment in camps after 1941. However, Native Americans gained more control over their affairs with the Indian Reorganisation Act of 1934 and the Indian Self Determination Act of 1974. By comparison, in social, economic and political terms, Asian Americans only really made advances after the 1950s. Hispanic Americans were denied voter registration, housing and employment rights, most notably in California, and were discriminated against until the Voting Rights Act of 1965.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 29 **'Together, Kennedy's "New Frontier" and Johnson's "Great Society" were the major turning-point in the development of civil rights in the USA.' How far do you agree with this view for the period from 1865 to 1980?** [60]

Focus: evaluation of key turning points producing change in civil rights

Answers may refer to advances in Hispanic Rights through Johnson's Immigration Act of 1965. They may mention the advances in African American rights with the desegregation of education at the universities of Mississippi and Alabama; the desegregation on inter-state bus travel and lunch counters. They may also see the Civil Rights Acts of 1964 and 1968 and the Voting Rights Act 1965 as major landmarks in granting all Americans full civil and political rights. In labour rights, they may mention the development of the minimum wage and Federal programmes to aid the unemployed as part of 'New Frontier' and 'Great Society' attacks on poverty. Candidates may compare the 1961-69 era with other periods as eras of major increases in civil rights. The New Deal may figure prominently as the major alternative possibility, but there could be others. Some may pick out for comparison a period when civil rights deteriorated, such as the 1880s-1890s.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 30 **Assess the view that the development of African American civil rights in the period from 1865 to 1980 was mainly due to the action of African Americans themselves.** [60]

Focus: Evaluation of the role of an ethnic group against other factors influencing civil rights

Candidates need to assess the role of African Americans in their developing civil rights. During Reconstruction, individuals such as Hiram Revels became national politicians, and for the 1880s-early 1900s, reference could be made to individuals such as Washington and Du Bois. Later Marcus Garvey tried to advance self-sufficiency in the 1920s and Philip Randolph attempted, with some success, to persuade FDR's government to end discrimination against African Americans in federal employment. Martin Luther King and others in SNCC and CORE pushed civil rights to the fore of the national agenda in the 1950s and 1960s. To balance this view, candidates need to consider other factors, such as the presidential role and the part played by the Supreme Court. For instance, FDR and Truman ended discrimination in federal employment, Eisenhower used federal troops to enforce school desegregation, Kennedy in universities, and Johnson in pushing through legislation in the 1960s. The 1954 School Board ruling was decisive and the Supreme Court was an important factor in enhancing civil rights thereafter. A balanced approach is likely to do well.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

Grade Thresholds

Advanced GCE History (7835)
Advanced Subsidiary GCE History (3873)
January 2010 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
2587	Raw	90	65	59	53	47	41	0
	UMS	90	72	63	54	45	36	0
2588	Raw	90	65	59	53	47	41	0
	UMS	90	72	63	54	45	36	0
2589	Raw	90	65	59	53	47	41	0
	UMS	90	72	63	54	45	36	0
2590	Raw	120	85	76	67	58	50	0
	UMS	120	96	84	72	60	48	0
2591	Raw	120	85	76	67	58	50	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:

	A	B	C	D	E	U	Total Number of Candidates
7835	14.63	48.68	79.86	97.36	99.76	100.00	463

463 candidates aggregated this series

For a description of how UMS marks are calculated see:

<http://www.ocr.org.uk/learners/ums/index.html>

Statistics are correct at the time of publication.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553