

**NB**

Centres should note that these materials no longer represent current question papers and mark schemes. For guidance, please see actual past question papers and mark schemes available from OCR Publications.

## **OCR ADVANCED SUBSIDIARY GCE IN HISTORY (3835)**

## **OCR ADVANCED GCE IN HISTORY (7835)**

### **Specimen Question Papers and Mark Schemes**

These specimen assessment materials are designed to accompany the OCR Advanced Subsidiary GCE and Advanced GCE specifications in History for teaching from September 2000.

Centres are permitted to copy material from this booklet for their own internal use.

The GCE awarding bodies have prepared new specifications to incorporate the range of features required by new GCE and subject criteria. The specimen assessment material accompanying the new specifications is provided to give centres a reasonable idea of the general shape and character of the planned question papers in advance of the first operational examination.

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## Introduction

### AS LEVEL

UNIT	NAME	DURATION	ASSESSMENT	WEIGHTING	
				AS	Advanced GCE
2580, 2581, 2582	Document Studies	1 hour 15 minutes	1 structured question	40%	20%
2583, 2584	English History Period Studies	1 hour	1 structured question	30%	15%
2585, 2586	European & World History Period Studies	1 hour	1 structured question	30%	15%

### A2

UNIT	NAME	DURATION	ASSESSMENT	WEIGHTING
				Advanced GCE
2587, 2588, 2589	Historical Investigations	1 hour 30 minutes	1 structured question 1 essay	15%
2590, 2591	Themes in History	1 hour 30 minutes	2 essays	20%
2592	Independent Investigation (Coursework)		1 essay of c.2,500 words	15%
2593	Independent Investigation (Open Book Examination)	1 hour 30 minutes	1 essay in open book examination	15%

Candidates will be expected to demonstrate the following Assessment Objectives.

Assessment Objectives	Weighting
AO1a      Recall, select and accurately deploy historical knowledge accurately, and communicate knowledge and understanding of history in a clear and effective manner;	63%
AO1b      present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements;	
AO2        in relation to historical contexts interpret, evaluate and use a range of source material; explain and evaluate interpretations of historical events and topics studied.	37%

The relationship between the assessment objectives and the units of assessment is shown in the specification grid below.

Unit	Level	Percentage of Advanced GCE			
		AO1a	AO1b	AO2	Total
2580 or 2582 or 2582	AS	5	6	9	20
2583 or 2584	AS	7	5	3	15
2585 or 2586	AS	7	5	3	15
2587 or 2588 or 2589	A2	3	3	9	15
2590 or 2591	A2	5	9	6	20
2592 or 2593	A2	4	4	7	15
Total		31	32	37	100

## MARK BANDS

### DOCUMENT STUDIES – Units 2580, 2581 and 2582 (AS)

Maximum 120 marks

TASK	MARK BAND	A	B	C	D	E	U
(a) Evaluation	(Max 10)	9 - 10	8	6 - 7	5	4	0 - 3
(b) Reliability / Use	(Max 25)	19 - 25	17 - 18	15 - 16	13 - 14	10 - 12	0 - 9
(c) Comparison	(Max 25)	19 - 25	17 - 18	15 - 16	13 - 14	10 - 12	0 - 9
(d) Context	(Max 60)	49 - 60	42 - 48	36 - 41	29 - 35	24 - 28	0 - 23

### ENGLISH AND EUROPEAN / AMERICAN HISTORY PERIOD STUDIES - Units 2583, 2584, 2585 and 2586 (AS)

Maximum 90 marks

TASK	MARK BAND	A	B	C	D	E	U
(a) Explanation	(Max 30)	24 - 30	21 - 23	18 - 20	15 - 17	12 - 14	0 - 11
(b) Perspective and Evaluation	(Max 15)	12 - 15	11	9 - 10	8	6 - 7	0 - 5
	(Max 45)	36 - 45	31 - 35	27 - 30	22 - 26	18 - 21	0 - 17

### HISTORICAL INVESTIGATIONS – Units 2587, 2588 and 2589 (A2)

Maximum 90 marks

TASK	MARK BAND	A	B	C	D	E	U
(a) Source Evaluation	(Max 15)	12 - 15	11	9 - 10	8	6 - 7	0 - 5
(b) Contextual Explanation	(Max 30)	24 - 30	21 - 23	18 - 20	15 - 17	12 - 14	0 - 11
(c) Essay	(Max 45)	36 - 45	31 - 35	27 - 30	22 - 26	18 - 21	0 - 17

**THEMES IN HISTORY – Units 2590 and 2591 (A2)**

Maximum 120 marks

TASK	MARK BAND	A	B	C	D	E	U
Essay 1	(Max 60)	48 - 60	42 - 47	36 - 41	30 - 35	24 - 29	0 - 23
Essay 2	(Max 60)	48 - 60	42 - 47	36 - 41	30 - 35	24 - 29	0 - 23

**INDEPENDENT INVESTIGATION-Coursework or Open Book Examination – Units 2592 and 2593 (A2)**

Maximum 90 marks

TASK	MARK BAND	A	B	C	D	E	U
Essay	(Max 90)	72 - 90	63 - 71	54 - 62	45 - 53	36 - 44	0 - 35

**Oxford Cambridge and RSA Examinations**



RECOGNISING ACHIEVEMENT



# Advanced Subsidiary GCE

## HISTORY

DOCUMENT STUDIES 871-1099

2580

### Specimen Paper

Additional materials:

Answer paper

**TIME** 1 hour 15 minutes

#### INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided

If you use more than one sheet of paper, fasten the sheets together.

This question paper contains questions on the following three Options:

- The Reign of Alfred the Great 871-899
- The Normans in England 1066 - 87
- The First Crusade and its Origins 1073 – 99

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

#### INFORMATION FOR CANDIDATES

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

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

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

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

#### The Reign of Alfred the Great 871-99

(a) Study Source C.

From this Source and your own knowledge, explain the reference to 'burh'. (line 5) [10]

- (b) Study Source **C**.  
How reliable is this Source as evidence for the nature of the Viking threat to Alfred and the English? [25]
- (c) Study Sources **B** and **C**.  
Compare these Sources as evidence of the problems facing Alfred in his military operations against the Vikings. [25]
- (d) Study **all** the Sources.  
Using all these Sources and your own knowledge, examine the view that Alfred's military leadership was the key to his success as king. [60]

It is recommended that you spend one half of your time in answering Part (d).

[Total: 120 marks]

## Alfred as a Warrior King

**Source A:** King Alfred's contemporary biographer, originally from Wales but settled in Wessex and well-rewarded by the King, gives an account of Alfred's success in 878.

When the next morning dawned he moved his forces and came to a place called Edington, and fighting fiercely with a dense shield-wall against the whole pagan army, and persevering resolutely for a long time, at length he gained the victory through God's will. He overthrew the pagans with very great slaughter, and chased those who fled as far as the stronghold, hacking them down. He seized everything he found outside their stronghold – men (who were killed immediately), horses and cattle – and boldly made camp with all his army in front of the pagans' gates. When he had been there for fourteen days, the pagans, thoroughly terrified by hunger, cold and fear and (in the end) despair, asked for peace on one condition: that the king should take as many hostages as he wanted, but give none himself. Never before had the pagans made peace with anyone on such terms as these. When he heard their proposals, the king was (as usual) moved to compassion and took the hostages he wanted. When these had been handed over, the pagans also swore an oath that they would leave the kingdom immediately. Further, Guthrum their king promised to become a Christian and be baptised.

*Asser, Life of King Alfred, written in 893*

**Source B:** The same contemporary biographer records some of the events of 886.

After so many towns had been burned and so many people slaughtered, Alfred splendidly restored the city of London and made it habitable again, entrusting this task to Aethelred, ealdorman of the Mercians. All the Angles and Saxons - those who had formerly been scattered everywhere and were not in captivity with the Vikings - turned willingly to King Alfred and freely submitted themselves to his lordship.

*Asser, Life of King Alfred, written in 893*

**Source C:** A part of a contemporary account of the campaigning of 893, the year after two Viking armies previously operating on the continent arrived in England.

When both Viking armies had gathered at Shoebury, they went together up the Thames, joined by great reinforcements from the East Angles and the Northumbrians until they reached the Severn. Then Ealdorman Aethelred and Ealdorman Aethelhelm [of Wiltshire] and Ealdorman Aethelnoth [of Somerset], and the King's thegns then occupying the fortifications assembled from every burh east of the Parret, and both west and east of Selwood, and also north of the Thames and west of the Severn, together with some of the Welsh. They overtook the Viking army at Buttington and surrounded them. Then the Vikings, already weakened by famine, came out against the Christians and there was a mighty slaughter of the Danes, and the remnant that escaped were saved by flight.

*Adapted from The Anglo-Saxon Chronicle, written in 896*

**Source D:** Aethelweard, an ealdorman and descendant of Alfred's brother, writing late in the tenth century, pays tribute to Alfred as King.

Then in the same year [899] passed from the world the magnanimous Alfred, King of the Saxons, unshakeable pillar of the people of the west, a man full of justice, a man active in war, learned in speech and, above all, instructed in divine learning. His body rests in peace in the city of Winchester. Now say, reader, 'O Christ our Redeemer, save his soul'.

*Adapted from Aethelweard, The Chronicle, probably written in the early 980s*

## The Normans in England 1066-87

- (a) Study Source **D**.  
From this Source and your own knowledge, explain the reference to 'Edgar the atheling... hastened to join them'. (line 2) [10]
- (b) Study Source **A**.  
How useful is this Source as evidence for William's intentions in 1066 as the new ruler of England? [25]
- (c) Study Sources **B** and **C**.  
Compare these Sources as evidence for the actions of William's regents, Odo of Bayeux and William fitz Osbern. [25]
- (d) Study **all** the Sources.  
Using all these Sources and your own knowledge, examine the view that the harsh nature of William's rule in England was the result of English resistance. [60]

It is recommended that you spend one half of your time in answering Part (d).

[Total: 120 marks]

## Norman Rule over England

**Source A:** An English chronicle which recorded contemporary events, gives an account of William's actions immediately after the Battle of Hastings.

William went back to Hastings and waited to see whether submission would be made to him as their new lord. But when he understood that no one meant to come to him, he went inland and ravaged all the region until he reached Berkhamsted. There he was met by the chief men of the English kingdom and they submitted out of necessity after so much damage had been done by the Normans. On Christmas Day William was consecrated King and swore that he would rule all this people as well as the best of the English kings before him. All the same, he laid taxes on the English people very severely.

*The Anglo-Saxon Chronicle, D (Worcester) version*

**Source B:** A Norman chronicler, who had served William I as a soldier and as his chaplain, writes of the regency established by the King in 1067.

Odo, bishop of Bayeux, and William fitz Osbern administered their different parts of the Kingdom. They were both fired by devotion to keeping a Christian people in peace. But nothing persuaded the English to prefer the happiness of peace to the troubles of rebellion. Not only did they take up arms in open revolt but they were involved in regional conspiracies and constantly sent messages to the Danes from whom, more than any other people, they could hope for aid. There were even some who went into exile in the belief that through banishment they would escape the power of the Normans, or that they would return to fight against them with the assistance of foreign troops.

*William of Poitiers, The Deeds of William Duke of the Normans and King of the English, written around 1071*

**Source C:** A chronicler, born in England in 1075 and later a monk in Normandy, gives his account of the regency.

In the meantime, the English were groaning under the heavy Norman yoke and they suffered additional oppressions from the proud lords who ignored the King's instructions. Their subordinates who were guarding the castles oppressed the English. The King's regents, Bishop Odo and William fitz Osbern, were so swollen with pride that they were not prepared to listen to the pleas of the English, however reasonable.

*Odericus Vitalis, Ecclesiastical History, written 1114-1141*

**Source D:** A monk, John of Worcester, who wrote using a range of earlier chronicles, gives an account of the Danish invasion and English rebellion of 1069.

The sons of Sweyn, King of the Danes, came with an army in 240 ships and landed at the mouth of the Humber. There Edgar the atheling, Earl Waltheof and many others hastened to join them. In York the Normans, who held the castles, set fire to all the neighbouring houses. Very quickly the Danes arrived, destroyed these castles, and put to the sword more than 3000 Normans. When King William was told of this he summoned his army, his heart bursting with anger. Throughout the whole winter he lay waste to the countryside all around, killing the inhabitants.

*The Chronicle of Florence of Worcester, written 1124-1140*

## The First Crusade and its Origins, 1073 - 99

- (a) Study Source **A**.  
From this Source and your own knowledge, explain the importance of 'Constantinople'. (line 4) [10]
- (b) Study Source **B**.  
Assess the value of this Source as evidence of the ways in which the Church tried to gain support for crusade. [25]
- (c) Study Sources **C** and **D**.  
Compare these Sources as evidence of the success achieved by the crusaders. [25]
- (d) Study **all** the Sources.  
Using all these Sources and your own knowledge, examine the view that those who went on the First Crusade were motivated largely by religious feeling. [60]

It is recommended that you spend one half of your time in answering Part (d).

[Total: 120 marks]

## Motivation and Religious Feeling on Pilgrimage

**Source A:** Pope Gregory VII hoped to begin the crusading movement but was prevented from doing so by a quarrel with Henry IV, the German emperor.

Gregory, bishop, servant of the servants of God, to all who are willing to defend the Christian faith, greetings.

We hereby inform you that the bearer of this letter, on his recent return from across the sea from Palestine, came to Rome to visit us. He repeated what we had heard from many others, that a pagan race had overcome the Christians and with horrible cruelty had devastated everything almost to the walls of Constantinople, and were now governing the conquered lands with tyrannical violence, and that they had slain many thousands of Christians as if they were but sheep. If we love God and wish to be recognised as Christians, we should be filled with grief at the misfortune of this great empire [Byzantium] and the murder of so many Christians. But simply to grieve is not our whole duty. The example of Jesus Christ and the bond of love for our fellow Christians demand that we should lay down our lives to liberate them. We are trusting in the mercy of God and in the power of His might and we are striving in all possible ways and making preparations to render aid to that Christian empire as quickly as possible. We urge you that you be moved to proper compassion by the wounds and blood of your brethren and the danger of the aforesaid empire and that, for the sake of Christ, you undertake the difficult task of bearing aid to your brethren. Send messengers to us at once inform us of what God may inspire you to do in this matter.

*Adapted from Pope Gregory VII's appeal of 1074*

**Source B:** Robert the Monk was possibly present at the Council of Clermont (1095), where Pope Urban II delivered a forceful speech in favour of crusade. His version is one of several accounts of the speech which were written.

From Jerusalem and the city of Constantinople a horrible tale has gone forth that a race from the kingdom of the Persians, an accursed race, a race utterly alienated from God, has invaded the lands of those Christians and has depopulated them by the sword, pillage and fire. It has led away a part of the captives into its own country, and a part it has destroyed by cruel tortures; it has either entirely destroyed the churches of God or seized them for its own religion. On whom therefore does the responsibility of avenging these wrongs and of recovering this territory rest if not upon you? You, upon whom above other nations God has conferred remarkable glory in arms, great courage, bodily activity, and strength to humble the hairy scalps of those who resist you.

Let the deeds of your ancestors move you and incite your minds to manly achievements: the glory and greatness of Charlemagne, and of your other kings, who have destroyed the kingdoms of the pagans, and have extended in these lands the territory of the holy church.

Let none of your possessions detain you, no care for your family affairs, since this land which you inhabit is too small for your large population; nor does it abound in wealth; and it furnishes scarcely food enough for its cultivators. Hence it is that you murder one another, you wage war, and you frequently perish by wounds. Therefore let hatred depart from among you, let your quarrels end, let wars cease, and let all dissension and controversies slumber.

*Adapted from Robert the Monk's account of Urban II's speech at the Council of Clermont (1095), written by 1120*

**Source C:** The anonymous author of the 'Gesta Francorum', a chronicle of the First Crusade, was a knight who went on the crusade and fought in the battle of Dorylaeum in 1097, which he here describes.

After we had set ourselves in order the Turks came upon us from all sides, skirmishing, throwing darts and javelins and shooting arrows from an astonishing range. Although we had no chance of withstanding them or of taking the weight of the charge of so many foes, we went forward as one man. The women in our camp were a great help to us that day, for they brought up water for the fighting men to drink and gallantly encouraged those were fighting and defending them. For our part we passed a secret message along our line, praising God and saying, 'Stand fast together, trusting in Christ and in the victory of the Holy Cross. Today, please God, you will all gain much booty.'

*Anonymous, Gesta Francorum, written by 1101*

**Source D:** Raymond of Aguilers was a priest from southern France who went on the First Crusade and wrote an account of it, the 'Historia Francorum', including this eyewitness account of the sack of Jerusalem in July 1099.

In the Temple of Solomon and the portico, crusaders rode on blood to the knees and bridles of their horses. In my opinion this was poetic justice, that the Temple of Solomon should receive the blood of pagans who blasphemed God there for many years. Jerusalem was now littered with bodies and stained with blood.

*Raymond of Aguilers, Historia Francorum, written by 1105*



**Oxford Cambridge and RSA Examinations**

**Advanced Subsidiary GCE**

**HISTORY**

**DOCUMENT STUDIES 871-1099**

**2580**

**Mark Scheme**

**See also Appendix A: Generic Mark Bands: Units 2580, 2581 and 2582**

## QUESTION SPECIFIC MARK SCHEME

### UNIT 2580: DOCUMENT STUDIES 871 - 1099

#### The Reign of Alfred the Great, 871-99

(a) **Study Source C.**

**From this Source and your own knowledge, explain the reference to 'burh'. (line 5) [10]**

Focus: Explanation of an issue.

Candidates can explain the nature and functions of the burhs, including military and administrative issues. A mere paraphrase of the extract without explanation will deserve little credit and adequate comprehension can be awarded Band E. Band A answers will explain key issues about the question, giving some contextual information. They will show some understanding and knowledge of the issue especially in Alfred's reign. Band B answers will not support the explanation as successfully. Band C answers will combine description with some valid explanation. In the less satisfactory answers, Band E responses will prove a basically acceptable explanation, providing some comments about what the Source says but with little support from the candidate's own knowledge. Band U responses will be fragmentary, simplistic paraphrases or they may be very incorrect.

(b) **Study Source C.**

**How reliable is this Source as evidence for the nature of the Viking threat to Alfred and the English? [25]**

Focus: Reliability of a Source.

Candidates should be expected to evaluate the Source in terms of matters such as dating and provenance as well as analyse the content and test it against contextual knowledge. The Anglo-Saxon Chronicle is a well-known source and its contemporary status can be noted. Credit should be given when candidates refer to different versions of the Chronicle. Band A responses will concentrate on the key aspect of reliability. It will consider how the reliability can be tested with reference to other evidence. Band B answers will consider similar issues but will not support them as convincingly. Band D will be less effective than Band C answers in providing contextual support and in discussing key elements of evaluation. Band E can be awarded to answers which make generally valid comments about reliability, making them relevant, but which devote more attention to other issues. Very vague accounts, perhaps limited to paraphrase, showing little in their commentaries, knowledge, organisation and relevance will be awarded Band U because they will ignore the issue of usefulness.

- (c) **Study Sources B and C.**  
**Compare these Sources as evidence of the problems facing Alfred in his military operations against the Vikings.** [25]

Focus: Comparison of two Sources.

Candidates may be expected not only to compare the content of Sources B and C but to evaluate such matters as authorship, dating and reliability. An important discriminating factor in the question is ‘as evidence of...’. The headings and attributions should give them assistance. Band A answers will focus on a comparison. Band B answers will be relevant but will lack the same completeness of approach. Band C answers will provide some comparison but will make limited links between the Sources. They may tend either to too much internal analysis or too much contextual and general material. Band D answers will attempt a comparison but the approach will be largely sequential. Although the answers will be mostly relevant, their organisation will be limited. Answers will qualify for Band E rather than Band U when they provide a basic if implied comparison, identifying some valid points. The discussion will be sufficiently direct to be valid. They will be more than bare paraphrases. Candidates can point out that the Sources agree about Alfred’s methods and success in gaining and using allies. They confirm the extent of the struggle, which made devolved responsibility necessary. There is some difference. Source B states that Alfred was supported by ‘All the Angles and Saxons’ who were not ‘in captivity’ whereas Source C states that the Vikings were joined by some East Angles and Northumbrians, implying that Alfred did not enjoy full support although the rest of the extract emphasises the considerable range of his allies.

- (d) **Study all the Sources.**  
**Using all these Sources and your own knowledge, examine the view that Alfred’s military leadership was the key to his success as king.** [60]

Focus: Judgement in context, based on the set of Sources and own knowledge.

Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluating their strengths and limitations as evidence. On this basis, the answers can consider a variety of issues although answers in Bands A - B will concentrate on ‘key to his success as king’. The most successful responses in Band A will be able to assess the general consistency of the Sources as a set. Contextual knowledge will be used appropriately and effectively, either to confirm or to contradict the evidence in the Sources. However, in awarding marks in this as in all Bands, examiners will remember that it is one part of a structured question; they will not expect mini-essays. Appropriate and relevant knowledge can be conveyed briefly about non-military issues. Answers in the lower bands may well lack discrimination as they provide descriptions and much narrative. Band B answers will address the key issue and the quality of the contextual comments will be sound, although at a lower level than in Band A. Band C answers will contain clear arguments but the comments on the Sources and the provision of other knowledge will be thinner. The explanation or analysis will be limited in Bands D - E. Band D answers will show an evident imbalance between the analysis of the Sources and contextual knowledge. There will be little attempt to link them. Band E answers may well give little additional comment outside those directly suggested by the Sources.

However, there will be some evidence of knowledge of the key issue. Relevance will be implied more than direct. Answers can be awarded Band U when they show serious weaknesses in knowledge and in the ability to interpret the Sources. Inasmuch as candidates will write about Alfred as king, there should be little irrelevance, even in the least successful answers.

## **The Normans in England 1066 – 87**

- (a) **Study Source D.**  
**From this Source and your own knowledge, explain the reference to 'Edgar the atheling... hastened to join them '. (line 2)** [10]

Focus: Explanation of an issue.

Edgar can be broadly identified as an Anglo-Saxon prince or member of the royal family with a good claim to the English throne. In more detail he was the son of Edward the Exile and grandson of Edmund Ironside. There is some evidence that he was Edward the Confessor's chosen successor. Although he was chosen as King by English magnates after Hastings he quickly submitted to William (he was one of the 'chief men of the kingdom' as recorded in Source A). Source D shows him in alliance with other Englishmen and the Danes against William. Band A answers will explain key issues about the question, giving some contextual information. Band B answers will not support the explanation as successfully. Band C answers will combine description with some valid explanation. In the less satisfactory answers, Band E responses will prove a basically acceptable explanation, providing some comments about what the Source says but with little support from the candidate's own knowledge. Band U responses will be fragmentary, simplistic paraphrases or they may be very incorrect.

- (b) **Study Source A.**  
**How useful is this Source as evidence for William's intentions in 1066 as the new ruler of England?** [25]

Focus: Usefulness of a Source.

Candidates should be expected to evaluate usefulness of the Source in terms of matters such as dating and provenance as well as analyse the content and test it against contextual knowledge. The Anglo Saxon Chronicle is the most significant narrative English source of the period and recorded events almost contemporaneously. Although the various versions (six) probably derive from a single source there are differences of interpretation and emphasis. The D version may have been compiled at Worcester but there is also a possibility that it was compiled in the north of England, possibly York. A somewhat mixed picture of William's intentions is presented. He appears to have shown some patience initially in waiting for submission but then ravaged the land to compel it. The Source shows that the English leaders submitted out of necessity. Although at his consecration William swore to rule well and according to tradition he still laid harsh taxes upon the kingdom. Band A responses will address the key aspect of usefulness.

It will consider how the usefulness can be tested with reference to other evidence. Band B answers will consider similar issues but will not support them as convincingly.

Band D will be less effective than Band C answers in providing contextual support and in discussing key elements of evaluation. Very vague accounts, perhaps limited to paraphrase, showing little in their commentaries, knowledge, organisation and relevance will be awarded Band U.

- (c) **Study Sources B and C.**  
**Compare these Sources as evidence for the actions of William's regents, Odo of Bayeux and William fitz Osbern.** [25]

Focus: Comparison of two Sources.

In answering this sub-question, candidates may be expected not only to compare the content of Sources B and C but to evaluate such matters as authorship, dating and reliability, that is using the Sources 'as evidence of...'. The headings and attributions give important clues as to the direction this discussion might take. In addition to the information given, candidates may also know that William of Poitiers was a panegyrist for William I, consciously concerned to enhance his reputation

even at the expense of suppressing information. Ordericus Vitalis was not only born in England but may have had an English mother. He certainly felt sympathy for the English suffering under Norman rule as some of the rest of his work shows. The two Sources certainly present contrasting views. B presents the regents as being concerned to keep 'a Christian people in peace' and blames the English for preventing the achievement of this ideal by their opposition and rebellion. By contrast, C presents the regents as being 'swollen with pride' and refusing to listen to 'the pleas of the English'. In general, in contravention of the King's wishes, the new Norman rulers oppressed the English. Band A answers will focus on a comparison / contrast and will particularly set out areas of difference. Band B answers will be relevant but will lack the same completeness of approach. Band C answers will provide some contrast but will make limited links between the Sources. They may tend either to too much internal analysis or too much contextual and general material. Band D answers will attempt a comparison but the approach will be largely sequential. Although the answers will be mostly relevant, their organisation will be limited. Answers will qualify for Band E rather than Band U when they provide a basic if implied comparison, identifying some valid points. The discussion will be sufficiently direct to be valid. They will be more than bare paraphrases.

**(d) Study all the Sources.**

**Using all these Sources and your own knowledge, examine the view that the harsh nature of William's rule in England was the result of English resistance. [60]**

Focus: Judgement in context, based on the set of Sources and own knowledge.

Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluate their strengths and limitations as evidence. From the Sources and from their wider knowledge, candidates can push the argument in various directions. It might be argued that William always intended to rule the Kingdom harshly and to exploit its resources ruthlessly; or that he intended to rule in the traditions of an Anglo-Saxon King but was forced to change direction by constant opposition, especially in the early years; or, that much of the oppression was as a result of the actions of William's Normans acting independently. No set conclusions are to be expected, it is the quality of the argument that should be rewarded.

Source A seems to show a largely well intentioned King driven to firm measures by the English refusal to submit to him. B presents a picture of the English determined to oppose Norman rule and going so far as to negotiate with the Danes. This general impression is corroborated by D which also records the Conqueror's harsh response. Source C shows the oppression of the English by the Normans but, in part at least, their actions are in defiance of the King's instructions. The most successful responses in Band A will be able to assess the general consistency of the Sources as a set. Contextual knowledge will be used appropriately and effectively, either to confirm or to contradict the evidence in the Sources. Appropriate and relevant knowledge can be conveyed briefly. Band B answers will address the key issue and the quality of the contextual comments will be sound, although at a lower level than in Band A. Band C answers will contain clear arguments but the comments on the Sources and the provision of other knowledge will be thinner. Band D answers will show an evident imbalance between the analysis of the Sources and contextual knowledge. There will be little attempt to link them. Band E answers may well give little additional comment outside those directly suggested by the Sources. However, there will be some evidence of knowledge of the key issue. Relevance will be implied more than direct. Answers can be awarded Band U when they show serious weaknesses both in knowledge and in the ability to interpret the Sources. The irrelevance will outweigh the relevant parts of the answers.

## The First Crusade and its Origins 1073 - 99

**(a) Study Source A.**

**From this Source and your own knowledge, explain the importance of 'Constantinople'. (line 4) [10]**

Focus: Explanation of an issue.

Vague discussions of Constantinople will be awarded Band U. The reference needs to explain the basic importance of the city for Band E, with reference to wider issues about its role in Byzantium for Bands D or C. Band A answers will explain key issues about the question, giving some contextual information especially about Byzantium. Constantinople was sufficiently near western Europe to represent a threat if it fell to the Moslems. This helped to overcome (to some extent) previous hostility to Byzantium and the Orthodox Church. Band B answers will not support the explanation as successfully. Band C answers will combine description of Constantinople with some valid explanation. In the less satisfactory answers, Band E responses will prove a basically acceptable explanation, providing some comments about what the Source says but with little support from the candidate's own knowledge. Band U responses will be fragmentary, simplistic paraphrases or they may be very incorrect.

**(b) Study Source B.**

**Assess the value of this Source as evidence of the ways in which the Church tried to gain support for crusade. [25]**

Focus: Value of a Source.

The assessment of the value of the Source will help candidates to note that Robert the Monk's version of Urban II's speech was reliable inasmuch as he was probably present and it can be compared with other versions to test its authenticity. However, candidates are not expected to have knowledge of other versions. Band A responses will address the key aspect of the Source's value in relation to its reliability 'as evidence of...'. Urban's speech referred to a number of diverse motives, some religious and spiritual and others less so. This was to be reflected in the motives of those who responded to the call for a crusade. Band B answers will consider similar issues but will not support them as convincingly. Band D will be less effective than Band C answers in providing contextual support and in discussing key elements of evaluation. Very vague accounts, perhaps limited to paraphrase, showing little in their commentaries, knowledge, organisation and relevance will be awarded Band U.

**(c) Study Sources C and D.**

**Compare these Sources as evidence of the success achieved by the crusaders. [25]**

Focus: Comparison of two Sources.

In Source C, the *Gesta Francorum* shows the problems with which the crusaders had to cope. There is no reason to deny the underlying difficulties of the battle and the Source explains the military aspect of the engagement. Women were pressed into helping. Raymond of Aguilers records victory in Source D, with fierce fighting that was probably partly a reflection of the hard and bitter struggle. Band A answers will focus on a comparison / contrast and will particularly set out areas of difference. Band B answers will be relevant but will lack the same completeness of approach. Band C answers will provide some contrast but will make limited links between the Sources. They may tend either to too much internal analysis or too much contextual and general material. Band D answers will attempt a comparison but the approach will be largely sequential. Although the answers will be mostly relevant, their organisation will be limited. Answers will qualify for Band E rather than Band U when they provide a basic if implied comparison, identifying some valid points. The discussion will be sufficiently direct to be valid. There will be more than bare paraphrases.

**(d) Study all the Sources.**

**Using all these Sources and your own knowledge, examine the view that those who went on the First Crusade were motivated largely by religious feeling. [60]**

Focus: Judgement in context, based on the set of Sources and own knowledge.

The Sources suggest that religious feeling was a strong reason for crusade but that other factors were also at work. There were military, political, social and economic issues which can be picked up in Sources A and B. Religious conviction clearly drove the crusaders but they committed horrific acts in its name, as in Source D. In a moment of emergency the soldiers were inspired to fight by their faith, and even the women, in great danger, tried to help them.

However, Source C's comments about 'a secret message' confirms the religious aspect but this might reflect desperation. The candidates should be rewarded when they add relevant comments about the general context of the crusade and the influence of religion when compared with other evidence of crusading attitudes. The most successful responses in Band A will be able to assess the general consistency of the Sources as a set. Contextual knowledge will be used appropriately and effectively, either to confirm or to contradict the evidence in the Sources. However, in awarding marks in this as in all Bands, examiners will remember that it is one part of a structured question; they will not expect mini-essays. Band B answers will address the key issue and the quality of the contextual comments will be sound, although at a lower level than in Band A. Band C answers will contain clear arguments but the comments on the Sources and the provision of other knowledge will be thinner. Band D answers will show an evident imbalance between the analysis of the Sources and contextual knowledge. There will be little attempt to link them. Band E answers may well give little additional comment outside those directly suggested by the Sources. However, there will be some evidence of knowledge of the key issue. Relevance will be implied more than direct. Answers can be awarded Band U when they show serious weaknesses both in knowledge and in the ability to interpret the Sources. The irrelevance will outweigh the relevant parts of the answers.

## Oxford Cambridge and RSA Examinations

### Advanced Subsidiary GCE

### HISTORY

DOCUMENT STUDIES 1450-1715

**2581**

### Specimen Paper

Additional materials:

Answer paper

**TIME** 1 hour 15 minutes

#### INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided

If you use more than one sheet of paper, fasten the sheets together.

This paper contains questions on the following five Options:

- The Wars of the Roses 1450 - 85
- The German Reformation 1517 - 30
- Mid-Tudor Crises 1540 - 58
- The English Civil War 1637 - 49
- Louis XIV's France 1661 – 93

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

#### INFORMATION FOR CANDIDATES

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

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

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

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



## The Wars of the Roses 1450-85

- (a) Study Source **D**.  
From this Source and your own knowledge, explain the reference to 'as he had been before by the Duke of Suffolk'. (line 3) [10]
- (b) Study Source **A**.  
Assess the value of this Source as evidence for the personal weaknesses of Henry VI. [25]
- (c) Study Sources **B** and **D**.  
How far does Source D confirm Source B as evidence for the conduct and motives of Edmund, Duke of Somerset? [25]
- (d) Study **all** the Sources.  
Using all these Sources and your own knowledge, examine the view that the main cause of the outbreak of civil strife in England in 1455 was Henry VI's failure to control the nobility [60]

It is recommended that you spend one half of your time in answering Part (d).

[Total: 120 marks]

## The Problems of Henry VI

**Source A:** Two farmers are accused of speaking treasonable words against Henry VI.

John Merfeld and William Merfeld of Brightling in Sussex in the open market on Sunday 26 July falsely said that the King was a fool and would often hold a staff in his hands with a bird on the end, playing therewith as a fool, and that another King must be ordained to rule the land, saying that the King was not a person who was able to rule the land.

*Adapted from Proceedings of the Court of King's Bench, 1450*

**Source B:** Whilst marching on London, the Duke of York appeals for support.

It is not unknown to you that, after my coming out of Ireland, I, as the King's true liege man and servant, advised his royal majesty concerning the well-being both of his royal person and of the tranquillity of his realm; which advice, though thought fully necessary, was put aside though the envy, malice and untruth of the Duke of Somerset, who labours continually about the King for my undoing and to disinherit me and my heirs.

*Letter of Richard, Duke of York, to the citizens of Shrewsbury, 1452*

**Source C:** John Stodley, the Duke of Norfolk's agent resident in London, writes to his master about the presentation of the recently born Prince of Wales to Henry VI and about the critical situation in the capital.

The Duke of Buckingham took in his arms and presented the Prince to the King beseeching the King to bless him; but the King gave no answer. The Queen came in and took the Prince in her arms and presented him as the Duke had done, but their labour was in vain. They departed without any answer or look from the King. The Duke of Somerset's servants have taken up all the lodgings that may be gained near the Tower. The Duke of York will be at London definitely on Friday and he will come with his household troops. And the Earl of March comes with another fellowship of good men. The Earl of Shrewsbury will be at London on Monday or Tuesday next coming with seven score knights and squires, besides other followers.

*Letter from John Stodley, 19 January 1454*

**Source D:** A London-based chronicler describes the situation before the First Battle of St. Albans.

Then there was a violent quarrel between Richard Duke of York, Richard Earl of Salisbury, Richard Earl of Warwick and Edmund Duke of Somerset, by whom at that time the King was principally guided and governed as he had been before by the Duke of Suffolk. And the Duke of Somerset always kept near the King and dared not depart from his presence, dreading always the power of the Duke of York and of the aforesaid earls, and constantly stirred the King against them, even though the common people hated this Duke Edmund and loved the Duke of York.

*An English Chronicle for the year 1455*

## The German Reformation 1517- 30

- (a) Study Source **A**.  
From this Source and your own knowledge, explain the meaning of 'As soon as the coin in the coffer rings, a soul from purgatory springs'. [10]
- (b) Study Source **B**.  
How useful is this Source as evidence concerning Luther's views of the Papacy? [25]
- (c) Study Sources **C** and **D**.  
How far does Source **C** support the ideas expressed in Source **D**? [25]
- (d) Study **all** the Sources.  
Using all these Sources and your own knowledge, explain how far you agree with the view that Luther's success to 1530 owed most to his appeal to the common man. [60]

It is recommended that you spend one half of your time in answering Part (d).

[Total: 120 marks]

## Martin Luther's Appeal to the Germans

**Source A :** John Tetzel selling indulgences in German in 1517.

The last two lines of the verse read: 'As soon as the coin in the coffer rings, a soul from purgatory springs'.



*A woodcut printed in Germany in 1517*

**Source B:** Two extracts from Luther's 95 Theses which were pinned to the church door in Wittenberg on 31st October 1517.

5 The Pope has neither the will nor the power to remit any penalties beyond those he has imposed either at his own discretion or by canon law.

6 The Pope can remit no guilt, but only declare and confirm that it has been remitted by God; or, at most, he can remit it in cases reserved to his discretion. To ignore such remissions would of course leave the guilt untouched.

*Adapted from Luther's Ninety-Five Theses, 1517*

**Source C:** Luther explains his belief in 'justification by faith alone'.

A Christian man is the most free lord of all, and subject to none. A Christian man is the most dutiful servant of all, and subject to everyone. It will profit nothing that the body should be adorned with sacred vestments, or dwell in holy places, or pray, fast and abstain. One thing alone is necessary for life and Christian liberty: the Gospel of Christ. The soul can do without everything except the word of God. But, having the word, it is rich and wants for nothing. Hence it is clear that, as the soul needs the word alone for life and justification, so it is justified by faith alone, and not by any works.  
*From Luther's Concerning Christian Liberty, 1520*

**Source D:** Two of the demands issued by rebel peasants in 1525.

3 It has until now been the custom for the lords to own us as their property. This is deplorable, for Christ redeemed and bought us all with his precious blood, the lowliest shepherd as well as the greatest lord, with no exceptions. Thus the Bible proves that we are free.

4 Until now it has been the custom that no commoner might catch wild game, wild fowl, or fish, which seems altogether improper, selfish and contrary to God's Word.  
*Adapted from The Twelve Articles of Memmingen, 1525*

### Mid-Tudor Crises 1540-58

- (a) Study Source **C**.  
From this Source and your own knowledge, explain which is meant by 'they enclose our commons'. (line 4) [10]
- (b) Study Source **A**.  
Assess the value of this Source as evidence for the causes of popular unrest and rebellion in 1549? [25]
- (c) Study Sources **B** and **C**.  
How consistent are these Sources as evidence for social conflict between the common people and the gentry at this time? [25]
- (d) Study **all** the Sources.  
Using all these Sources and your own knowledge, examine the view that the most important reason for the social disorder of this period was the high price of food. [60]

It is recommended that you spend one half of your time in answering Part (d).

[Total: 120 marks]

## Unrest in England

**Source A:** William Paget, a prominent member of the government, writes to the Lord Protector Somerset giving his explanation of unrest in England.

The King's subjects are out of all discipline, out of obedience, caring neither for Protector nor King. And what is the cause? Your softness, your opinions about doing good to the poor. Look well whether you have either religion or law in the kingdom, and I fear you will find neither. The use of the old religion is forbidden by law. The commons have become king, the foot takes it upon himself the part of the head.

*Adapted from a letter of William Paget written on 17 July 1549*

**Source B:** An eye witness of Ket's Rebellion of 1549 writes an account from the viewpoint of the gentry.

The rebels appointed a place of assembly by an oak tree which they boarded to stand on. Upon this came Ket and the rest of the leaders and warned the people about their robberies and evil doings. But they still cried, 'Down with the gentlemen' and that they would throw down their enclosures. Within two or three weeks they had so pursued the Gentlemen that these dared not stay in their houses but hid in the woods.

*Nicholas Sotherton, The Commotion in Norfolk, 1549*

**Source C:** In an angry work of protest, one of the Commonwealth writers lays the blame for social unrest on the propertied classes.

If I should ask the poor man what he thinks to be the cause of unrest he would tell me the great farmers, the merchants, the gentlemen, the knights, the lords. Men that would have all in their hands. They take our houses over our heads, they buy our land out of our hands, they raise our rents, they enclose our commons.

*Robert Crowley, The Way to Wealth, 1550*

**Source D:** A table to illustrate annual prices of grain in the period 1540 - 58. The prices are expressed in index numbers (base 100).

Harvest Year	Wheat	Barley	Oats	Average (all grains)
1540	122	201	140	154
1541	146	166	147	153
1542	139	239	147	175
1543	185		143	164
1544	192		192	192
1545	288	319	251	286
1546	139	142	200	160
1547	99	118	172	130
1548	138		186	162
1549	265		330	298
1550	294		411	353
1551	329		297	313
1552	204	302	337	281
1553	179	377	282	279
1554	267		413	340
1555	383	805	374	521
1556	528	582	564	558
1557	194	237	275	235
1558	179	402	270	284

*from W.G. Hoskins The Age of Plunder, 1976*



### The English Civil War 1637- 49

- (a) Study Source **A** .  
From this Source and your own knowledge, explain what is meant by 'the present wars and commotions'. (line 9) [10]
- (b) Study Source **D**.  
How useful is this Source as evidence about Charles I and the Puritans? [25]
- (c) Study Sources **A** and **B**.  
How far does Source **B** challenge the views in Source **A** about the bishops? [25]
- (d) Study **all** the Sources.  
Using all these Sources and you own knowledge, explain how far you agree with the view that 'religion was the main reason for the emergence of a royalist party by 1641'. [60]

It is recommended that you spend one half of your time in answering Part (d).

[Total: 120 marks]

## The Debate about Bishops

**Source A:** 15,000 citizens of London present a petition against the bishops.

These are the evils and grievances caused by the bishops:

The restraint of many godly and able men from the ministry and the thrusting out from many congregations of their faithful and diligent ministers.

The publishing of Popish, Arminian and other dangerous books and teachings, as namely, 'That the Church of Rome is a true Church and in the worst times never erred in fundamentals'; 'that the subjects have no property in their estates but that the King may take from them what he pleaseth'.

The growth of Popery.

The present wars and commotions between His Majesty and his subjects of Scotland.

*Adapted from the Root and Branch Petition, December 1640*

**Source B:** A Member of Parliament opposes the Root and Branch Petition.

There is no man within these walls more sensible of the heavy grievances of church government than myself, nor whose affections are keener to the clipping of the wings of the bishops. But having reason to believe that some aim at a total abolition of bishops, which is against my heart, I cannot restrain myself from labouring to divert this petition. I do not think a King can totally put down bishops with safety to monarchy. Let us resolve upon a thorough reformation, but let us not destroy bishops but make them such as they were in the primitive times.

*Sir George Digby, speaking in the House of Commons, 9 February 1641*

**Source C:** Charles I defends the bishops and the Church.

As for depriving the bishops of their votes in Parliament, we would have you consider that their right is grounded upon the fundamental law of the kingdom and the constitution of Parliament. We are persuaded in our conscience that no Church can be found upon earth that professes the true religion with more purity of doctrine than the Church of England which, by the grace of God, we will with constancy maintain not only against all invasions of Popery but also from the irreverence of schismatics and separatists.

*Adapted from the King's Answer to the Petition accompanying the Grand Remonstrance, 23 December 1641*

**Source D:** Charles I brandishing a sword, defends the tree of religion from attacks by the Puritans (armed with axes, pickaxes and spades) and papists (centre, standing).



*Frontispiece to The Shepherd's Oracle, by a royalist poet, Francis Quarles, published 1646*

### **Louis XIV's France 1661-93**

- (a) Study Source **A**.  
From this Source and your own knowledge, explain the significance of the reference to 'My Lord the Cardinal was no sooner dead'. (line 1) [10]
- (b) Study Source **B**.  
How completely does this Source explain the priorities of Louis XIV in 1661? [25]
- (c) Study Sources **C** and **D**.  
How far does Source **D** contradict Source **C** in its description of Louis XIV's government of France? [25]
- (d) Study **all** the Sources.  
Using all these Sources and your own knowledge, discuss the claim that Louis XIV put his own interests before those of France. [60]

It is recommended that you spend one half of your time in answering Part (d).

**[Total: 120 marks]**

## Louis XIV as Ruler of France

**Source A:** Louis XIV takes control in 1661.

My Lord the Cardinal was no sooner dead than the King sent to Messieurs Fouquet, le Tellier and Lionne to take them alone into his full confidence. He ordered the Chancellor to seal no documents without his full command and issued a similar instruction to the Secretaries of State with reference to the despatches sent by them. He ordered that there should be on Monday and Thursday of each week, for dealing with current internal affairs, a meeting of the Council attended only by the Chancellor, the *Surintendant*, the Secretaries of State and M. de Lionne. His Majesty ordered me not to raise questions of foreign affairs at these meetings, but only in his presence or that of the three gentlemen named above. Such questions would be discussed as they arose, and not on any fixed days.

*This account was written by de Brienne, who kept the records of the royal council, in 1661*

**Source B:** Louis XIV explains his methods of government.

From that moment in 1661, I imposed upon myself the rule that I would attend to ordinary business twice daily, although I would never refuse at any other time to deal with something which arose unexpectedly.

For secret business and the most important matters of state, which required more time and effort than all the others put together, the men whom I believed were best able to serve me were Le Tellier, Fouquet and Lionne.

I felt that it was not in my best interests to choose men of high social standing for the most important matters of state. Because I needed to give first priority to the establishment of my prestige, it was important for the public to realise, by remarking on the rank of those whom I made use of, that it was not my intention to share my authority with them.

*Adapted from The Memoirs of Louis XIV, written for the Dauphin in 1671*

**Source C:** Louis XIV and the interests of the state.

The interests of the state must come first. One must overcome one's inclinations and not put oneself in the position of reproaching oneself for not having done better because personal interests prevented one from doing so and distorted the views which one should have had for the grandeur, the good and the power of the state.

*Louis XIV, Reflections on Kingship, 1679*

**Source D:** The view of a foreign ambassador.

Louis XIV is as much inclined to waste money as to save it; there is often expense where there should be restraint, economy where money should be spent. Consider this contrast: the vast fortune paid for the palace, gardens and fountains of Versailles and, on the other hand, the misery of the poor people of the countryside, exhausted by taxes and by the billeting of soldiers. It is necessary only to consider a contrast: on the one hand the twenty-four million paid for the chateau, the gardens and the waters of Versailles, or the Maintenon Aqueduct, where thirty thousand men worked for three years to carry water sixteen French leagues from a river to the reservoirs of the same Versailles; on the other, the misery of the poor people and the folk of the countryside, exhausted by the *tailles*, by the billeting of soldiers and by the *gabelles*.

*Spanheim (Ambassador of Brandenburg), An Account of the French Court, 1680*

**Oxford Cambridge and RSA Examinations**

**Advanced Subsidiary GCE**

**HISTORY**

**DOCUMENT STUDIES 1450-1715**

**2581**

**Mark Scheme**

**See also Appendix A: Generic Mark Bands: Units 2580, 2581 and 2582**

## QUESTION SPECIFIC MARK SCHEME

### UNIT 2581 DOCUMENT STUDIES 1450 - 1715

#### The Wars of the Roses, 1450 - 85

(a) **Study Source D.**

**From this Source and your own knowledge, explain the reference to 'as he had been before by the Duke of Suffolk'. (line 3) [10]**

Focus: Explanation of an issue.

Suffolk can be identified as William de la Pole. Candidates may be expected to know that he was the unpopular favourite of Henry VI who was murdered in 1450, having been impeached for the defeat in France and corruption at home. He was the head of a powerful clique which dominated the Court. Edmund Beaufort, Duke of Somerset, was seen by many as his successor. Band A answers will explain key issues successfully, giving some contextual information. Band B answers will be mostly sound but will not support the explanation as successfully. Band C answers will combine description of the role of Suffolk with some valid explanation. Band E responses will prove a basically acceptable explanation, providing some comments about what the Source says but with little support from the candidate's own knowledge. Band U responses will be fragmentary, simplistic paraphrases or they may be very incorrect.

(b) **Study Source A.**

**Assess the value of this Source as evidence for the personal weaknesses of Henry VI. [25]**

Focus: Value of a Source.

Candidates can be expected to evaluate the Source in terms of matters such as dating and provenance as well as to analyse the content and test it against contextual knowledge. The focus will be on its value as evidence. The Source is a legal document and comment can be made about the nature and truth of the remarks made about the King, giving an opportunity to show how generally these sentiments were held. Band A responses will address the key aspect of usefulness. It will consider how the value can be tested with reference to other evidence. Band B answers will consider similar issues but will not support them as convincingly. Band D will be less effective than Band C answers in providing contextual support and in discussing key elements of evaluation. Very vague accounts, perhaps limited to paraphrase, showing little in their commentaries, knowledge, organisation and relevance will be awarded Band U.

- (c) **Study Sources B and D.**  
**How far does Source D confirm Source B as evidence for the conduct and motives of Edmund, Duke of Somerset?** [25]

Focus: Comparison of two Sources.

Candidates should not only compare the content of the Sources but also evaluate such matters as authorship, dating and reliability (that is, 'as evidence'). Source B comes from the Duke of York himself and he can hardly be expected to be impartial about his arch-rival, Somerset. Source D may be seen to be well-informed and, on the face of it, more neutral. But in general the London-based chroniclers tended to favour the Yorkist cause. There is also corroboration between B and D about Somerset's role. D adds that York is not Somerset's only enemy and that his unpopularity with the common people was in contrast to York's popularity. Candidates can test the Sources against their understanding and knowledge of the context. Band A answers will focus on a comparison / contrast. Band B answers will be relevant but will lack the same completeness of approach. Band C answers will provide some contrast but will make limited links between the Sources. They may tend either to too much internal analysis or too much contextual and general material. Band D answers will attempt a comparison but the approach will be largely sequential. Although the answers will be mostly relevant, their organisation will be limited. Answers will qualify for Band U rather than Band E when they lack even a basic if implied comparison, not identifying valid points. They will not be more than bare paraphrases.

- (d) **Study all the Sources.**  
**Using all these Sources and your own knowledge, examine the view that the main cause of the outbreak of civil strife in England in 1455 was Henry VI's failure to control the nobility** [60]

Focus: Judgement in context, based on the set of Sources and own knowledge.

Answers in Bands A - B will need to make use of all of the four Sources, tasting them against contextual knowledge and evaluating their strength and limits as evidence. Band B will show some gaps in doing so but examiners will be realistic in their expectation of Band A answers. The candidates' own knowledge can take the argument in several directions. For example, there were close connections between the weaknesses of Henry VI and the turbulent behaviour of the nobles. The King's court clique was unpopular. There were also wider issues which can be referred to but again within the context of a structured AS question. A selection might include the failure of the French war, the background of economic problems and feuds between the nobility. Band C answers will contain clear arguments but the comments on the Sources and the provision of other knowledge will be thinner. Band D answers will show an evident imbalance between the analysis of the Sources and contextual knowledge. There will be little attempt to link them. Band E answers may well give little additional comment outside those directly suggested by the Sources. However, there will be some evidence of knowledge of the key issue. Relevance will be implied more than direct. Answers can be awarded Band U when they show serious weaknesses both in knowledge and in the ability to interpret the Sources. The irrelevance will outweigh the relevant parts of the answers.

### **The German Reformation 1517 – 30**

- (a) **Study Source A.**  
**From this Source and your own knowledge, explain the meaning of 'As soon as the coin in the coffer rings, a soul from purgatory springs'.** [10]

Focus: Explanation of an issue.

Examiners should expect candidates to comment upon the term 'purgatory' and to explain the orthodox belief that the payment of money would enable a soul to be released from it. Where these



elements are soundly explained, they will fall into Band D and above. Comments that demonstrate contextual knowledge i.e. the significance of indulgences in 1517 in Wittenberg, would fall into Band C; and additional knowledge e.g. concerning Tetzel, an indulgence agent working in Saxony for the Archbishop of Mainz, would move the response into Band B. The top band should be aware of most of the above information and make the connection between the presence of Tetzel in Wittenberg and Luther's condemnation of indulgences, possibly also of All Saints' Day (1st November), when thousands of people would be in the town and attending church, eager to acquire their indulgences. Some candidates may comment on the nature of the Source e.g. it was propaganda issued by Luther's followers attacking the practice of selling indulgences or point out that such criticisms had been voiced as early as 1503 by Erasmus. These relevant contextual observations would also merit Band A.

**(b) Study Source B.**

**How useful is this Source as evidence concerning Luther's views of the Papacy? [25]**

Focus: Usefulness of a Source.

Candidates who explain the ideas expressed in these two extracts, i.e. that the Pope's authority was limited to making church (canon) laws and interpreting them and that God's law was supreme and therefore superior to the Pope, should receive Band D+. If they link these ideas to Luther's general criticism of indulgences and suggest that both points indicate that, as early as 1517, Luther was questioning papal authority, examiners will award Band C - A. These better answers will concentrate on the usefulness of the Source 'as evidence of...'. These ideas stated in October 1517 (in Latin) were developed in a series of debates (in German) in 1518 and 1519, and led to Luther being identified as a 'Hussite' and heretic. Candidates who set these points against the later public debates with Cajetan (1518) and Eck (1519) should gain the highest marks in Bands A - B. These may well point out that the Source in isolation may be misleading because the Theses were presented as debating points and Luther did not envisage a break with the Papacy at that stage. Band E answers will merely summarise accurately with very limited interpretation.

**(c) Study Sources C and D.**

**How far does Source C support the ideas expressed in Source D? [25]**

Focus: Comparison of two Sources.

Candidates should be able to identify and explain the similarities and differences between Sources C and D and probably conclude that D contradicts rather than supports C. Luther in C states the importance of free will: that each man held his own destiny to be saved, provided he had faith. This sense of liberty and equality was picked up by the oppressed peasants, who in D asserted their God-given rights to property and possessions. This material application of Luther's theological ideas represented a distortion and was condemned and rejected by Luther. Band B and above responses should explain how and why this contradiction occurred, and demonstrate knowledge of events in 1520-24. Less assured and knowledgeable answers will take the extracts at face value and provide less satisfactory explanations as to how Luther's words came to be misinterpreted. Band C can be awarded to answers which appreciate the most important similarities or differences. To get to Band E, there must be a basic understanding of the Sources.

**(d) Study all the Sources.**

**Using all these Sources and your own knowledge, explain how far you agree with the view that Luther's success to 1530 owed most to his appeal to the common man. [60]**

Focus: Judgement in context, based on the set of Sources and own knowledge.

Luther's success rested on many features. He certainly was popular with a range of social groups, including peasants, urban workers, merchants, knights and princes. Candidates who cite Sources A, B and C as evidence should point out the universal messages that appealed to all groups and not just to commoners, i.e. the widespread German resentment at money going to Rome and the approval of Luther's attack on indulgences and the Papacy. Some will see the direct, if misguided, attractions felt by peasants in revolt, as expressed in D. Contextual knowledge is important to show that all groups used Luther and his ideas for their own agenda. However, his success probably owed most to the support from some of German princes who not only suppressed the knights and peasants, so restoring order to Germany in the name of Lutheranism, but also adopted Lutheranism for personal and political motives. Moreover, without the protection of Frederick of Saxony, Luther would have been doomed. Candidates who demonstrate a range of contextual points and set the Sources alongside them should reach at least Band C. Some answers may refer to other reasons for Luther's success, e.g. the printing press, all of which are valid if the suggested explanation is considered. Answers in Band B and especially Band A will present some order of priority. Candidates should note the end-point and not go beyond 1530. Band E will require some basic and mostly relevant description of Luther's appeal but these answers will be thin in their handling of particular groups.

### **Mid-Tudor Crises, 1540 – 58**

**(a) Study Source C.**

**From this Source and your own knowledge, explain which is meant by 'they enclose our commons'. (line 4) [10]**

Focus: Explanation of an issue.

Commons can be explained in terms of common land open to all members of the village / manor economy, the free use of which was vital to the poor (e.g. for pasture and fuel). Commons became enclosed by the gentry for pasture, conversion to arable and for other forms of exploitation. Source C also refers to commons as one of a series of grievances, providing a context. Band A answers will explain key issues about the question. Band B answers will not support the explanation as successfully. Band C answers will combine description with some valid explanation. In the less satisfactory answers, Band E responses will prove a basically acceptable description, providing some comments about what the Source says but with little support from the candidate's own knowledge. Band U responses will be fragmentary, simplistic paraphrases or they may be very incorrect.

**(b) Study Source A.**

**Assess the value of this Source as evidence for the causes of popular unrest and rebellion in 1549? [25]**

Focus: Value of a Source.

Candidates should be expected to evaluate the Source as evidence in terms of matters such as dating and provenance as well as analyse the content and test it against contextual knowledge. Paget's letter coincides with a period of unrest including two major rebellions in the West Country and East Anglia. He was very much at the heart of government and credit can be given if candidates know of his relationship to the Protector, helping to bring Somerset to power. But comment can be made about the one-sided argument; Paget omits the scale of economic and social distress. Band A responses will address the key aspect of value. For example, they will consider how the usefulness can be tested with reference to other evidence. Band B answers will consider similar issues but will not support them as convincingly. Band D will be less effective than Band C answers in providing contextual support and in discussing key elements of evaluation. Very vague accounts, perhaps limited to paraphrase, showing little in their commentaries, knowledge, organisation and relevance will be awarded Band U.

- (c) **Study Sources B and C.**  
**How consistent are these Sources as evidence for social conflict between the common people and the gentry at this time?** [25]

Focus: Comparison of two Sources.

In answering this sub-question, candidates may be expected not only to compare the content of Sources B and C but to evaluate such matters as authorship, dating and reliability. The attributions and headings should give guidance. Although both authors were close to the events, there are important differences in the matter of provenance. For example, Sotherton's loyalties are clear. Candidates should know something generally (but not specifically) about Commonwealth writers. Band A answers will focus on a comparison / contrast to test their consistency and will particularly set out areas of difference. Band B answers will be relevant but will lack the same completeness of approach. Band C answers will provide some contrast but will make limited links between the Sources. They may tend either to too much internal analysis or too much contextual and general material. Band D answers will attempt a comparison but the approach will be largely sequential. Although the answers will be mostly relevant, their organisation will be limited. Answers will qualify for Band E rather than Band U when they provide a basic if implied comparison, identifying some valid points. The discussion will be sufficiently direct to be valid. The answers will be more than bare paraphrases.

- (d) **Study all the Sources.**  
**Using all these Sources and your own knowledge, examine the view that the most important reason for the social disorder of this period was the high price of food.** [60]

Focus: Judgement in context, based on the set of Sources and own knowledge.

Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluate their strengths and limitations as evidence. Examiners will expect only simple comments about Source D, with answers perhaps focusing on particular years e.g. 1549. Source A does not mention the price of food but is useful in presenting other explanations. Some might see this as complementing the suggested explanation in the question, others as contradicting it. Source C does not mention food directly but includes references to related matters, e.g. rents, common land. Candidates should be aware of the background of social and economic problems, above all the effects of rising population, price inflation and bad harvests. The most successful responses in Band A will be able to assess the general consistency of the Sources as a set. Contextual knowledge will be used appropriately and effectively, either to confirm or to contradict the evidence in the Sources. Appropriate and relevant knowledge can be conveyed briefly. Band B answers will address the key issue and the quality of the contextual comments will be sound, although at a lower level than in Band A. Band C answers will contain clear arguments but the comments on the Sources and the provision of other knowledge will be thinner. Band D answers will show an evident imbalance between the analysis of the Sources and contextual knowledge.

There will be little attempt to link them. Band E answers may well give little additional comment outside those directly suggested by the Sources. However, there will be some evidence of knowledge of the key issue. Relevance will be implied more than direct. Answers can be awarded Band U when they show serious weaknesses both in knowledge and in the ability to interpret the Sources. The irrelevance will outweigh the relevant parts of the answers.

## The English Civil War 1637 - 49

(a) **Study Source A .**

**From this Source and your own knowledge, explain what is meant by 'the present wars and commotions'. (line 9)**

[10]

Focus: Explanation of an issue.

The phrase refers to the Bishops' Wars. Candidates should explain the link with Archbishop Laud and the new liturgy he introduced into Scotland in 1637. English Puritans saw the Scots as brothers in resisting Laudianism and applauded the resulting attack on the bishops by the Scots. As the Root and Branch Petition shows, the aim of the Puritans was to achieve the same result in England. Band A answers will explain the reference clearly and set it accurately in the context of the attack on the bishops in the Root and Branch Petition. Band B answers will be mostly convincing but will miss some possible lines of discussion. Band C answers will identify the reference accurately but contextual information will be less clear and explicit. Band E answers will do little more than identify the reference.

(b) **Study Source D.**

**How useful is this Source as evidence about Charles I and the Puritans?**

[25]

Focus: Usefulness of a Source.

Since Quarles was a royalist, it is to be expected that the cartoon will be favourable to Charles and hostile to the Puritans. Charles is therefore depicted as the defender of true religion, while the Puritans are hacking at the roots and branches of the tree, thus uprooting religion and destroying its associated virtues - faith, hope, charity, good works and obedience. Charles is also defending religion against the papists. The punning reference to 'root and branch' can be brought out. The view depicted is clearly very one-sided, but nevertheless useful for what it tells us about how royalists saw things. To gain a mark in Band A answers should address the key aspect of usefulness. They can comment on the authorship and content of the cartoon, and will also consider how its usefulness can be tested by reference to other evidence (e.g. Source C shows that this was also how Charles himself saw his role). Band C answers will consider many of these issues but will not support them as convincingly. Band D can be awarded to answers which include more description than assessment. Band E answers will describe accurately some of the ideas depicted in the cartoon but will be weak on elements of evaluation.

- (c) **Study Sources A and B.**  
**How far does Source B challenge the views in Source A about the bishops?** [25]

Focus: Comparison of two Sources.

The two Sources agree that there are grievances about religion. Source A is part of a vehement attack on the bishops which candidates can be expected to know culminated in a demand for their abolition 'root and branch'. It lays specific grievances at their door. Source B, while endorsing the view that the system of church government, i.e. bishops, led to serious grievances, rejects the idea of abolishing them (though it argues for a return to their role 'in primitive times', which the best candidates should understand as a call for them to exercise spiritual leadership but without disciplinary functions). Candidates should know that the Root and Branch Petition expressed the radical Puritan view on an important and divisive issue. Digby represents a typical response of those who, while opposed to Laudianism, wished to defend the church against the radicals. Band A answers will focus clearly on comparison, identifying areas of both agreement and disagreement. Band B answers will be mostly sound but will demonstrate some unevenness. Band C answers will identify some points of comparison but in a more limited way. They may focus on comparison of content and fail to set the Sources in the context of their provenance (or vice versa). Band E answers will concentrate on separate consideration of the two Sources with only a basic or implicit comparison.

- (d) **Study all the Sources.**  
**Using all these Sources and you own knowledge, explain how far you agree with the view that 'religion was the main reason for the emergence of a royalist party by 1641'.** [60]

Focus: Testing an assertion against the set of Sources and own knowledge.

Source A shows that the radicals associated the bishops with suppression of Puritanism, the spread of popery, support for royal absolutism and provoking rebellion in Scotland. Its demand for the abolition of bishops led to a reaction in their favour as shown in Source B. Source D illustrates the royalist view that the root and branch programme was really an attack on religion itself. The reaction against root and branch provided Charles I with a party of supporters who, whatever they thought of the King, saw him as a vital defence of the church against the radicals. Thus when Pym, adopting the root and branch programme, incorporated the attack on the bishops in the Grand Remonstrance, not only did he divide the Commons into two almost equal parties but he also enabled Charles to put himself at the head of the party defending the church (Source C). At the same time Charles claimed to be defending it against popery (Source C). In Source D (a statement of the royalist position) both these claims are demonstrated. Other explanations for the emergence of a royalist party should be considered, e.g. disagreements about attacking the King's right to control of the militia and choose his own counsellors. Answers in Band A will consider the Sources as a set as well as individually to demonstrate that the debate about root and branch became a major divisive issue, and will also use own knowledge appropriately and effectively. Band C answers will produce clear arguments but will tend to work through the Sources in a rather mechanical way; evidence from own knowledge may be rather thin. Answers which consider the Sources separately, using them only to illustrate the rival positions about religion, and which make no reference to other divisive issues, will be placed in Band E.

### **Louis XIV's France, 1661 - 1693**

- (a) **Study Source A.**  
**From this Source and your own knowledge, explain the significance of the reference to 'My Lord the Cardinal was no sooner dead'. (line 1)** [10]

Focus: Explanation of an issue.

Band A answers will explain key issues about the question, giving some contextual information about Louis's decision to assert his personal rule following the death of Cardinal Mazarin. The King's announcement came immediately afterwards. Band B answers will not support the argument as well, for example in its references to authorship, intention or audience. Band C answers will combine description of significant events with some valid explanation. In the less satisfactory answers, Band E responses will prove a basically acceptable argument, providing some comments about what the Source says but with little support from the candidate's own knowledge. Band U responses will be simplistic paraphrases or they may be very incorrect.

**(b) Study Source B.**

**How completely does this Source explain the priorities of Louis XIV in 1661?** [25]

Focus: Assessment of a Source.

The Memoirs were written by Louis XIV for a specific reason: to inform and guide the Dauphin. There is no need to doubt the authenticity of the Source. However, the King would also wish to present himself in a good light. Nevertheless he was to be a hardworking monarch who did work as hard as he states. The third paragraph is an accurate reflection of his choice of ministers. Band A responses will address the key aspect of reliability. There will be a comment on the purpose of the Source and the date - at a period of Louis' reign when he was at his height. It will consider how the value and usefulness can be tested with reference to other evidence. Band B answers will consider similar issues but will not support them as convincingly. The contextual knowledge of the matters referred to by Louis XIV will be less convincing. Band D will be less effective than Band C answers in providing contextual support and in discussing key elements of evaluation. Very vague accounts, perhaps limited to paraphrase, showing little in their commentaries, knowledge, organisation and relevance will be awarded Band U.

**(c) Study Sources C and D.**

**How far does Source D contradict Source C in its description of Louis XIV's government of France?** [25]

Focus: Comparison of two Sources.

Source C portrays Louis XIV as giving priority to the interests of the state - his personal preferences were less important - whereas Source D shows reckless and self-indulgent waste which harmed the interests of the French people. Band A answers will focus on a comparison / contrast and will particularly set out areas of disagreement. Candidates cannot be expected to know about Spanheim individually but can draw some broad conclusions from his position as a foreign ambassador when providing contextual knowledge. They can consider how far one can rely on Louis XIV's views in Source C. Band B answers will be relevant but will lack the same completeness of approach. Band C answers will provide some contrast but will make limited links between the Sources. They may tend either to too much internal analysis or too much contextual and general material. Band D answers will attempt a comparison but the approach will be largely sequential. Although the answers will be mostly relevant, their organisation will be limited. Answers will qualify for Band E rather than Band U when they provide a basic answer about differences, identifying some valid points. There may be significant irrelevance but the discussion will be sufficiently direct to be valid. The answers will be more than bare paraphrases.

**(d) Study all the Sources.**

**Using all these Sources and you own knowledge, discuss the claim that Louis XIV put his own interests before those of France.** [60]

Focus: Judgement in context, based on the set of Sources and own knowledge.

The most successful responses in Band A will be able to assess the general consistency of the Sources as a set. Contextual knowledge will be used appropriately and effectively, either to confirm or to contradict the evidence in the Sources. However, in awarding marks in this as in all Bands, examiners will remember that it is one part of a structured question; they will not expect mini-essays. The question is about 'interest' and does not require long narratives but only sufficient historical references to support the argument. Band B answers will address the key issue and the quality of the contextual comments will be sound, although at a lower level than in Band A. Band C answers will contain clear arguments but the comments on the Sources and the provision of other knowledge will be thinner. Band D answers will show an evident imbalance between the analysis of the Sources and contextual knowledge. There will be little attempt to link them. Band E answers may well give little additional comment outside those directly suggested by the Sources. However, there will be some evidence of knowledge of the key issue. Relevance will be implied more than direct. Answers can be awarded Band U when they show serious weaknesses both in knowledge and in the ability to interpret the Sources. The irrelevance will outweigh the relevant parts of the answers.

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**Advanced Subsidiary GCE**

**HISTORY**

**DOCUMENT STUDIES 1774-1945**

**2582**

**Specimen Paper**

Additional materials:

Answer paper

**TIME** 1 hour 15 minutes

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided

If you use more than one sheet of paper, fasten the sheets together.

This paper contains questions on the following seven Options:

- The Origins of the French Revolution 1774 - 92
- The Condition of England 1832 - 53
- Italian Unification 1848 - 70
- The Origins of the American Civil War 1848 - 61
- The Irish Question in the Age of Parnell 1877 - 94
- England in a New Century 1900 - 18
- Nazi Germany 1933 - 45

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

**INFORMATION FOR CANDIDATES**

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

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

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

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

## The Origins of the French Revolution 1774-92

- (a) Study Source **A**.  
From this Source and your own knowledge, explain the relationship between the peasantry, the nobility and the clergy. [10]
- (b) Study Source **B**.  
How useful is this Source as evidence about the condition of the French peasantry in 1788? [25]
- (c) Study Sources **C** and **D**.  
How far does Source C support Source D as evidence of the reasons why the peasantry was discontented? [25]
- (d) Study **all** the Sources.  
Using all these Sources and your own knowledge, explain how far you agree with the view that the King and the nobility were to blame for the discontent of the peasantry in 1789. [60]

It is recommended that you spend one half of your time in answering Part (d).

[Total: 120 marks]

## The Condition of France

**Source A:** A contemporary cartoon of 1780s.



On the rock is written 'Taille, Impots (Dues) et Corvees'

**Source B:** Arthur Young, an English traveller in France, comments on the condition of the peasantry.

In Montauban, France, in September 1788. The poor people seem poor indeed; the children terribly ragged, if possible worse clad than if with no clothes at all; as to shoes and stockings they are luxuries. One third of what I have seen of this province seems uncultivated, and nearly all of it is in misery. Millions of hands that would like to be busy are idle and starving, because of the hateful rules of tyrannical government, or the equally hateful prejudices of a feudal nobility.

*Adapted from Arthur Young's diary entry for September 5 1788*

**Source C:** A list of peasant complaints from February 1789.

The people of the village declare:

That they do not possess any common land;

That most of the land is owned by outsiders;

That they are nothing but farm labourers on other people's land;

That they pay their lord 5% of their crop;

That they pay heavy indirect taxes on the sale of their wine;

That all goods needed to support life are very dear, and especially salt;

That they desire nothing but the peace and tranquillity of France and that they will never cease to pray for the preservation of his Majesty's life.

*Extract from the Cahiers [list of grievances] of the village of Collan in Champagne, February 1789*

**Source D:** A modern historian comments on the state of the peasantry in France in 1789.

Twenty million peasants - about three quarters of the population - owned only about a third of the land. Even when they did hold the land it was subject to a whole range of feudal dues.

The problem of rural over-population was made worse by the rise in prices and rents. The state claimed an ever greater proportion of their crop in taxes, and the church tithe and lord's dues seemed increasingly burdensome. The peasantry of 1789 was in debt, increasingly resentful - and suffering from the catastrophic effects of the previous year's bad harvest.

*C. Jones, The French Revolution: Voices from a Momentous Epoch, 1789 - 1795, published 1989*

### The Condition of England 1832-53

- (a) Study Source **B**.  
From this Source and your own knowledge, explain what can be learned about education for the children of the poor in 1833 from this proposal. [10]
- (b) Study Source **D**.  
Assess the value of this Source as evidence of educational thinking at this time. [25]
- (c) Study Sources **B** and **C**.  
Compare these two Sources as evidence of the objections to the proposal to vote £20,000 for the purpose of education. [25]
- (d) Study **all** the Sources.  
Using all these Sources and your own knowledge, explain how far you agree with the view that, from 1833 to 1846, reform of education was limited mainly by the reluctance of governments to spend money. [60]

It is recommended that you spend one half of your time in answering Part (d).

[Total: 120 marks]

## Views of Education

**Source A:** A popular magazine is optimistic about the future of education.

By what means the education of the lower classes can be achieved is a question which belongs to the government to answer. In the immense resources, and charitable character of the English nation, there should be found sufficient sums for establishing a school in every village. Parents ought to pay a small sum to prevent their undervaluing education. Boys ought to be compelled to attend these schools regularly, at least to their fourteenth, girls to their thirteenth, year.

If these village schools once obtained general approval there would be no lack of charitable gifts and scholarships to enable the boy who showed distinguished ambition and good character to go on to a secondary school.

*General Education, The Penny Magazine, 30 March 1833*

**Source B:** Hume was a radical MP. Here he expresses doubts about the proposal to vote for a government grant of £20,000 for the purpose of education.

Mr Hume said that he should certainly object to this vote. If it was meant that a system of national education should be established, this sum was too small, and yet, as no system was proposed, no grant at all ought to be made. The Report of the Commission on Charities showed that the sum of £500,000 was charitably given for education. If that large sum could not be applied nationally, at least Parliament ought to ensure that it was applied properly in the districts intended by the men who had given it.

*Mr J. Hume, speaking in a debate in Parliament, 17 August 1833*

**Source C:** Cobbett was one of the greatest radicals of the time. Here he expresses his dislike of the proposed grant.

Mr Cobbett said that he could not agree to take from the people one single penny in the way of taxes to teach the working classes reading and writing. He did not wish to degrade them, or deprive them of any advantages, but he thought the word education was misunderstood. Education was the knowledge necessary for the situation in life in which a man was placed.

Education has been more and more widespread, but what did it all tend to? Nothing but to increase the number of schoolmasters and schoolmistresses - that new race of idlers.

*Adapted from William Cobbett, speaking in the same debate, 17 August 1833*

**Source D:** The Westminster Review was the journal of the Benthamites, read by progressive, wealthy people. Here it gives its view on the government and on the issue of extending elementary education.

Infant schools, boys' and girls' schools, the technical and professional schools coupled with Mechanics' Institutes and Reading Societies would provide a state education machinery. At the most, legislation has only to provide the machinery in the simplest form to enable the charitable public to extend it. However, can such an effort be expected from a Parliament which voted £1,000,000 compensation for the selfish landowners of Ireland and £20,000,000 for the immoral slave owners of the West Indies?

*Adapted from The Westminster Review, April 1834*

## Italian Unification 1848-70

- (a) Study Source **B**.  
From this Source and your own knowledge, explain what was meant by 'deeply hurt by the cession of Nice which he views almost as a personal and unforgivable insult'.  
(lines 8 - 9) [10]
- (b) Study Source **D**.  
How reliable is this Source as evidence about Cavour's attitude towards Garibaldi's expedition to Sicily? [25]
- (c) Study Sources **A** and **C**.  
How far does Source A challenge the statement in Source C that Cavour 'has a clear, precise aim ... of creating a unified and independent Italy' [25]
- (d) Study **all** the Sources.  
Using all these Sources and your own knowledge, explain to what extent you agree with the view that Cavour did not believe in Italian unification. [60]

It is recommended that you spend one half of your time in answering Part (d).

**[Total: 120 marks]**

## Views of Cavour

**Source A:** A contemporary writes to a friend concerning Foresti's views about Cavour and Garibaldi.

Foresti writes me again as follows:

'Garibaldi went to Turin and I went with him. Cavour welcomed him with great courtesy and friendliness, and more than hinted that he could rely on considerable official help. Cavour even authorised Garibaldi to pass on news of these hints to others. So it seems that he really is seriously thinking about the political redemption of our peninsula. Garibaldi took his leave of the minister on very friendly terms and with these encouraging promises of help for the great and noble cause.'

It was all an act! What Cavour really wants, and I am sure of it, is just for his own Piedmont to be enlarged by a few square miles of Italian soil.

*Pallavacino, a letter written to Manin, 1856*

**Source B:** A letter from Cavour to the Piedmontese envoy in Paris, discussing Garibaldi.

Garibaldi has become intoxicated by his own success and by the praise showered on him from all over Europe. He is planning the wildest, not to say absurdest, of schemes. As he remains devoted to King Victor Emmanuel he will not help Mazzini or republicanism in any way. But he feels it is his vocation to liberate all of Italy, before turning it over to as one state to the King. He wants to keep the dictatorial powers which will enable him to raise an army to conquer first Naples, then Rome, and in the end Venice. The Government here has no influence over him. On the contrary, he mistrusts everybody he imagines to be in touch with us. He was deeply hurt by the recent cession of Nice which he views not simply as a betrayal of Italy but almost as a personal and unforgivable insult. We must therefore prevent Garibaldi from conquering Naples. Were Garibaldi to become master of all the Neapolitan provinces, we would not be able to stop him from compromising us with France and all of Europe.

*Count Cavour, A Letter to Nigra, his personal representative in Paris, 1860*

**Source C:** A contemporary praises Cavour's achievements.

Count Cavour's strength does not lie in his political principles, for he has none that are altogether inflexible. But he has a clear and precise aim, one whose greatness would - ten years ago - have made any other man reel: that of creating a unified and independent Italian state.

*Spoken by a backbencher in the Italian Parliament, 1861*

**Source D:** An eyewitness recalls a meeting between Cavour and King Victor Emmanuel.

Cavour tried to stop everything and halt Garibaldi. He became very excited as he spoke about his plans, and when someone objected that no one could be found who would dare to stop the expedition, Cavour exclaimed, 'If no one else will do it, I will go myself and seize Garibaldi by the scruff of his neck'.

*An eyewitness account of a meeting between Cavour and King Victor Emmanuel thought to have taken place at Bologna in May 1860. It was published in a French newspaper in 1862*

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



- (a) Study Source **C**.  
From this Source and your own knowledge, explain the issue of 'fugitive slaves'.  
(line 5) [10]
- (b) Study Source **D**.  
How might Source **D** be used as evidence of attitudes towards Secession that existed  
in the Southern states in 1860 - 1861? [25]
- (c) Study Sources **B** and **C**.  
How far does Source **C** show that Lincoln's attitude to slavery was that which was  
claimed by the South Carolinians in Source **B**? [25]
- (d) Study **all** the Sources.  
Using all these Sources and your own knowledge, explain how far you agree with the  
view that it was Southerners who were responsible for the outbreak of the Civil War. [60]

It is recommended that you spend one half of your time in answering Part (d).

[Total: 120 marks]

## The Sectional Conflict

**Source A:** A Louisiana newspaper explains the Southern view of the sectional conflict.

Without a genuine change of heart, radical and thorough, all legal or political guarantees which might be offered to the States are not worth the paper on which they are written. As long as slavery is looked upon by the North with horror, there can be no satisfactory political union between the two sections of the American union.

*Lord Editorial, The New Orleans Bee, 14 December 1860*

**Source B:** South Carolina justifies its decision to secede on 20 December 1860.

The northern States have assumed the right of deciding upon the propriety of our domestic institutions, and have denied the right or property established in fifteen of the states and recognised by the Constitution; they have denounced as sinful the institution of slavery. They have encouraged and assisted thousands of our slaves to leave their homes and those who remain have been incited by agents, books and pictures to servile insurrection. For twenty five years this agitation has been steadily increasing until it has now secured to its aid the power of the common Government. A geographical line has been drawn across the Union, and all the States north of that line have united in the election of a man to the high office of President of the United States whose opinions and purposes are hostile to slavery.

*Adapted from the South Carolina Convention, Declaration of Causes of Secession, 24 December 1860*

**Source C:** Lincoln's views on slavery in a letter to a leading Republican

I say now that on the territorial question - that is, the question of extending slavery under the national auspices - I am quite inflexible. I am for no compromise which assists or permits the extension of the institution on soil owned by our American nation. And any trick by which our nation is made to acquire territory, and then allows some local authority over it, is as obnoxious as any other. I am against it. As for fugitive slaves, the District of Columbia, slave trade among the slave States and whatever springs from the necessity from the fact that the institution is amongst us, I care but little - save that what is done should be proper and not altogether outrageous.

*Adapted from Abraham Lincoln, Letter to William Seward, 1 February 1861*

**Source D:** Voting figures from some of the Southern conventions, called to decide whether or not to secede from the Union in 1860 - 1861.

Date	State	In Favour of Secession	Against Secession
20 / 12 / 1860	South Carolina	169	0
09 / 01 / 1861	Mississippi	85	15
10 / 01 / 1861	Florida	62	7
11 / 01 / 1861	Alabama	61	39
19 / 01 / 1861	Georgia	208	89
26 / 01 / 1861	Louisiana	113	17
01 / 02 / 1861	Texas	116	8
February 1861	Virginia	32	120
May 1861	Virginia	88	55

## The Irish Question in the Age of Parnell 1877-94

- (a) Study Source **A**.  
From this Source and your own knowledge, explain why Ulster was such an important consideration in the Home Rule question in 1886. [10]
- (b) Study Source **B**.  
How reliable is Source B in explaining opposition in Ireland to Home Rule? [25]
- (c) Study Sources **A** and **C**.  
Explain the reasons why Sources **A** and **C** differ in their views of Ulster opposition to Home Rule. [25]
- (d) Study **all** the Sources.  
Using all these Sources and your own knowledge, explain the different attitudes to Home Rule in Britain in 1886. [60]

It is recommended that you spend one half of your time in answering Part (d).

**[Total: 120 marks]**

## The Problem of Home Rule

**Source A:** A leading Conservative addresses a meeting in Ulster about Home Rule.

If political parties and political leaders should be so utterly lost to every feeling and dictate of honour and courage as to hand over coldly, and for the sake of purchasing a short period of Parliamentary peace, the lives and liberties of the Loyalists of Ireland to their hereditary and most bitter foes - Ulster will not be a consenting party. Ulster will fight, Ulster will be right.

*Lord Randolph Churchill in a speech in Union Hall, Belfast, 22 February 1886*

**Source B:** An Irish Cardinal expresses his concerns about Home Rule.

I do not like this new movement for Home Rule because I am convinced that the first future attack on the liberty of the Irish church and religion will come from a native Irish parliament. I am convinced that the moving spirit in this new Home Rule movement is nothing but Revolutionary. A revolutionary Irish parliament would pass laws that are subversive of justice, morality and religion, just as has been done in Italy since unification. I, for one, can never advocate such a revolutionary movement.

*Cardinal Cullen, writing in the Catholic Journal 'The Tablet', 27 March 1886*

**Source C:** Gladstone, the Liberal Prime Minister, speaks about Ulster opposition to Home Rule.

The voice of Ireland as a whole is at this moment clear. Five sixths of its lawfully chosen representatives are of one mind in the matter. I cannot allow it to be said that a Protestant minority in Ulster, or elsewhere, is to rule the question at large for Ireland. If violent measures have been threatened in certain emergencies (by some in Ulster), I think the best compliment I can pay to those who have threatened us is to take no notice whatever of their threats.

*Gladstone in a speech on the Government of Ireland Bill in the House of Commons, 7 June 1886*

**Source D:** A modern historian describes some reasons for opposition to Home Rule.

Many MPs involved in the discussion about the Home Rule Bill in 1886 saw the whole question in the broader context of imperial relations, especially Anglo-Indian relations. Already there had been clear signs of nationalist feelings in India, particularly since the formation of the Congress party. It was one thing to grant self-government to New South Wales or New Zealand, quite another to initiate a political process which might lead to the disintegration of the British Empire itself. One MP, Mr. Ashmead-Bartlett, was convinced that the Irish Home Rule Bill contained within it the seeds of Civil War.

*Grenfell Morton, Home Rule and the Irish Question, published 1980*

## England in a New Century 1900-18

(a) Study Source A.

From this Source and your own knowledge, explain what can be learned about official attitudes towards the working classes from this passage.

[10]

(b) Study Source D.

Assess the value of this Source as evidence of medical opinion at the time.

[25]

(c) Study Sources **B** and **C**.  
Why do these Sources differ in their attitudes to Lloyd George's proposals for National Insurance in 1911? [25]

(d) Study **all** the Sources.  
Using all these Sources and you own knowledge, explain how far you agree with the view that 'Lloyd George's proposal met with such opposition because his aims went way beyond improving labour efficiency and stabilising the existing order'. [60]

It is recommended that you spend one half of your time in answering Part (d).

[Total: 120 marks]

## National Insurance Proposals

**Source A:** Lloyd George was Chancellor of the Exchequer in the Liberal Government. Here he is introducing his National Insurance proposal.

It would improve the self-respect of the British worker that he should gain benefit from a scheme to which he himself was a major contributor. This Bill is setting up a great scheme which will be woven into the fabric of this country, and will be regarded by all working men with gratitude as something which has given them a vital guarantee in their daily lives. It is a Bill which the employers will accept as something which improves the efficiency of their labour and which gives stability to the existing order of things.

*Lloyd George, speaking in the House of Commons on the National Insurance Bill, 6 December 1911*

**Source B:** Lord Robert Cecil was an aristocratic Conservative MP, a member of one of Britain's oldest and most prominent conservative families. Here he opposes Lloyd George's proposal.

People bitterly (and rightly) resent in this country being made to contribute their own money for benefits in a way they do not approve. Individual freedom is the foundation upon which our prosperity and our existence are built and, for my part, I believe that the qualities of self-control, self-reliance, and self-respect depend upon individual liberty and the freedom and independence of the people of this country.

*Lord Robert Cecil, speaking in the same debate, 6 December 1911*

**Source C:** George Lansbury was a socialist, a member of the ILP and a founder member of the Labour party. Here he expresses doubts about Lloyd George's proposal.

Instead of Parliament voting to take away money from ordinary people it ought either to be voting to give them money or, much better, it ought to pass reforms which will enable these men and women to earn living wages. I am perfectly certain that when you attempt to collect the money you will have a revolt. I do not understand MPs who have three or four square meals a day thinking that a man can keep his family on just 7 shillings a week, and then tell him that the new scheme is some great gift you are offering him. I believe this Bill does not touch any root cause of poverty at all, either through sickness or unemployment.

*Adapted from George Lansbury's speech in the same debate, 6 December 1911*

**Source D:** The British Medical Journal was the official mouthpiece of Britain's doctors. This letter expresses concern about the health aspects of Lloyd George's proposal.

It is a step in the downward path towards socialism. It will destroy individual effort and increase that spirit of dependency which is always found in the degenerate races. This spoon-fed race will look to a fatherly government to feed and clothe it, and not to require it to work more than a few hours daily. They will be encouraged to multiply their breed at the expense of the healthy and intellectual members of the community. Every source of money is being tapped for the benefit of our least worthy citizens. Now, doctors are to be sweated in order to provide free medical advice for the least worthy of the wage-earning population in this country.

*From a letter in the British Medical Journal, 30 December 1911*

## Nazi Germany 1933-45

- (a) Study Source **B**.  
From this Source and your own knowledge, explain why, in the summer of 1933, Hitler was keen to stress that 'Revolution is not a permanent state; it must not develop into a lasting state'. (line 3) [10]
- (b) Study Source **A**.  
How completely does this Source reveal Hitler's intentions as leader of Germany in January 1933? [25]
- (c) Study Sources **C** and **D**.  
Compare Hitler's intentions and aims in 1936 as shown in these Sources and explain the differences. [25]
- (d) Study **all** the Sources.  
Using all these Sources and your own knowledge, explain Hitler's aims and priorities as leader of Germany in the period 1933-1939. [60]

It is recommended that you spend one half of your time in answering Part (d).

[Total: 120 marks]

## Hitler's Claims about German Interests

**Source A:** Hitler appeals to the nation.

The National Government will therefore regard it as its first and supreme task to restore to the German people a unity of mind and will. It will take under its firm protection Christianity as the basis of German morality, and the family as the nucleus of the German nation and the German state. It will bring back to our people the consciousness of its racial and political unity. It wishes to base the education of German youth on respect for our great German past. Germany must not and will not sink into communist anarchy. In place of our turbulent instincts, it will make national discipline govern our life.

The National Government will carry out the great task of reorganising and developing our national economy with two big Four-Year Plans: it will save the German farmer so that the nation's food supply, and thus the life of the nation, shall be secured; it will save the German worker by a massive attack on unemployment.

*Adapted from Hitler, Appeal to the German People, January 1933*

**Source B:** Hitler speaks of the future.

The political parties have now been abolished. The achievement of outward power must be followed by the inward education of man.

Revolution is not a permanent state; it must not develop into a lasting state. The full spate of revolution must now be guided into the secure bed of national evolution. We must not keep looking round to see what next to revolutionise. The main thing now is not programmes or ideas but the daily bread of five million German people.

*Hitler from a speech to Reich Governors, July 1933*

**Source C:** Hitler reassures France after remilitarising the Rhineland.

You know how hard was the road that I have had to travel since 30 January 1933 in order to free the German people from the dishonourable position in which it found itself.

At no moment of my struggle on behalf of the German people have I forgotten the duty incumbent on me to uphold European cultures and European civilisation.

The German people have no interest in seeing the French people suffer. Why should it not be possible to lift the problem of conflicting interests between the European states above the sphere of passion and unreason and consider it in the calm light of a higher vision?

*Hitler from a speech to the Reichstag, March 1936*

**Source D:** Hitler sets his targets.

The world has been moving with ever-increasing speed towards a new conflict, the solution of which is the crushing of Bolshevism.

I thus set the following essential tasks:

- 1 The German armed forces must be operational within four years.
- 2 The German economy must be fit for war within four years.

*Adapted from Hitler's Memorandum issued in August 1936*



**Oxford Cambridge and RSA Examinations**

**Advanced Subsidiary GCE**

**HISTORY**

**DOCUMENT STUDIES 1774-1945**

**2582**

**Mark Scheme**

**See also Appendix A: Generic Mark Bands: Units 2580, 2581 and 2582**

## QUESTION SPECIFIC MARK SCHEME

### UNIT 2582 DOCUMENT STUDIES 1774 - 1945

#### The Origins of the French Revolution, 1774 – 92

- (a) **Study Source A.**  
**From this Source and your own knowledge, explain the relationship between the peasantry, the nobility and the clergy.** [10]

Focus: Explanation of an issue.

Candidates should be able to identify that the figures on the rock crushing the peasant represent the first two orders - the clergy (first estate) and nobility (second estate). They should also note the significance of the taxes, dues and road labour inscribed on the rock. The cartoon suggests that the peasantry are being crushed by the first two estates and other burdens. We can expect some comment on the burdens which landlords and the Church placed on the peasantry. Peasants owned little land and rents were high and being driven upwards in the second half of the 18th century. Peasants were subject to various dues, such as the Church tithe, and had to suffer from various feudal entitlements such as the lord's right to hunt over their fields. There is a range of material that the candidate can bring to bear here. Candidates may also comment on the implicit suggestion that the nobility and clergy lived a life of ease by exploiting the peasantry. There could also be some consideration about how far the peasantry were being 'crushed' by the burdens imposed on them. Band A answers will include most of these ideas and use some contextual support. There will more unevenness in Band B answers but these will be very largely convincing. Band C answers should make some sensible comments on the more obvious aspects of the cartoon supported by some context. Band E answers may simply interpret the cartoon, or use own knowledge to describe the relationship, or provide only one or two reasonable observations.

- (b) **Study Source B.**  
**How useful is this Source as evidence about the condition of the French peasantry in 1788?** [25]

Focus: Usefulness of a Source.

The date points to a late period in the ancien regime. We can expect candidates to point out the poverty Arthur Young comments on. Factors affecting utility in this case include Arthur Young as an outsider (therefore a 'neutral' observer, but may poverty be relative to England?), the commentary refers only to one province which may or may not be typical (candidates may use contextual knowledge here to evaluate), the commentary is tinged by the hint of prejudice against the social system in France. Band A answers will give full commentary on the provenance of the Source and the information it contains, focusing on usefulness. The Source will be placed satisfactorily in context. Typicality may also be addressed. Band B answers will be sound but will miss some of these issues. Band C answers will comment on the information/views the Source contains and will make some comment on provenance.

There may be some use of context. However, the commentaries will not be sophisticated and will omit some aspects, even if fairly full. Band E answers may simply be a good summary of the Source with limited assessment; evaluation will be weak and not effectively directed.

- (c) **Study Sources C and D.**

**How far does Source C support Source D as evidence of the reasons why the peasantry was discontented?**

[25]

Focus: Comparison of two Sources.

Source D gives the following reasons for discontent: lack of land, rising prices and rents, increasing state taxes, church tithes, feudal dues, bad harvests and debt. Source C refers to: lack of land, high prices, lord's taxes, indirect taxes, but also non-resident landlords and lack of common land. There is clearly a great deal of mutual support, however, the cahier does not mention church tithes, other dues, bad harvests and debt. There is also implicit reference to the salt tax (gabelle). Examiners can expect some basic comparisons from weaker students, fuller and detailed comparison with direct reference to the Source from better candidates and some attempt at explanation of similarities and differences by reference to the nature of the Source, typicality etc. Band A answers will be distinguished by their completeness in terms both of direct comparisons - identifying key similarities and differences and by the adequacy of the explanations of those similarities and differences - examiners can expect use of contextual material and comments on the nature of the Sources. Band B answers will be mostly sound but will not show the same range of discussion. Band C answers will make genuine comparisons but these will not necessarily be complete and may be of patchy quality. Some answers in this area will be quite full comparisons of the given information but with little explanation; alternatively there could be quite full explanation of limited areas of comparison. Band E responses will be basic comparisons of some of the areas of agreement and/or disagreement. The comparison may be largely implicit.

**(d) Study all the Sources.**

**Using all these Sources and your own knowledge, explain how far you agree with the view that the King and the nobility were to blame for the discontent of the peasantry in 1789.**

[60]

Focus: Testing an assertion against the set of Sources and own knowledge.

Examiners can expect candidates to use the Sources to support conclusions about the burdens imposed by the monarchy and the nobility. This should be set in the context of their own knowledge of the period - they may refer to taxes like the taille and the corvee (still compulsory labour on the roads in some areas) and various feudal rights, concerning hunting, use of the lord's mill and so on. However, there needs to be some balance here. One obvious point is the burdens imposed by the Church. But there is also the question of the bad harvest of 1788 which was caused by freak hailstorms, the pressure on prices caused by rising population and land shortage. Band A responses will be distinguished by their ability to treat the Sources as a set (as well as individually), will indicate clearly areas of mutual corroboration and qualification and set these properly in context. Band B answers will not be as complete in their arguments. Band C responses will draw some conclusions and may well make references to the themes revealed in the Sources collectively and there will be some contextual knowledge deployed.

These answers may also treat the Sources individually but still make valid comments tested against context. Quality of reasoning may be variable. Band E responses may stick mainly to the given Sources and pick on the more obvious aspects. Answers may well be one-sided and there will be little and sometimes not directly relevant context. Alternatively answers may be quite full on context with little direct reference to the Sources.

**The Condition of England, 1832 – 53**

- (a) **Study Source B.**  
**From this Source and your own knowledge, explain what can be learned about education for the children of the poor in 1833 from this proposal.** [10]

Focus: Explanation of an issue.

Candidates should comment on the need to extend education at an elementary and early secondary level, pointing to the lack of it in the early 1830s. Most poor children received little or no education. Where this is sufficiently grasped Band D and above may be reached. Comments that demonstrate contextual knowledge, e.g. the question of who should pay and provide education given Roebuck's 1833 motion, the State or private charitable provision, would fall into Band C. Any additional knowledge, e.g. concerning the growth of the voluntary societies and their competition with each other, fear and who controls the poor in an industrialising and urban society, religious issues, etc. would move the responses into Band B. Band A answers will include most of this but might also comment on parental attitudes (should they, or were they capable of making, a financial contribution?) and on the gender issue - the emphasis is on the education of boys. Some candidates may also comment on the nature of the Source, e.g. clearly pro-education but with government merely providing a framework. Such relevant context would also merit Band A.

- (b) **Study Source D.**  
**Assess the value of this Source as evidence of educational thinking at this time.** [25]

Focus: Value of a Source.

Candidates who support the evaluation with some explanation of the ideas expressed, i.e. that education should be voluntary based on the existing variety of charitable schools with government merely providing an administrative framework with some minor financial assistance, should receive Band D and above. If they are able to point to provenance to assess utility - that this is a wealthy, progressive, intellectual approach to education, suspicious of too much government involvement (which rewards Irish landlords and West Indian slavers), examiners will award a Band C and above. The highest Bands should stress the typicality and credibility of the Source amongst a powerful lobby group and how this would fit with what was expedient at the time (let the charitable impulse take the strain). These answers, in Bands A - B will concentrate fully on the value of the Source, with Band B answers being uneven in some respects.

- (c) **Study Sources B and C.**  
**Compare these two Sources as evidence of the objections to the proposal to vote £20,000 for the purpose of education.** [25]

Focus: Comparison of two Sources.

The emphasis should be on the use and specifically the comparison of the Sources as evidence of. Candidates should be able to identify and explain the differences between Sources B and C, concluding that B approves of the need to extend education, whereas C does not. Both, however, are unhappy about the existing proposal in 1833. Hume in B takes a practical approach: the sum is not enough, there is no evidence of a fair administrative procedure and in these circumstances it is wrong to use charitable money. Cobbett considers the scheme just an attempt to provide jobs for a new type of idle placement and patronage holders - teachers. Candidates who only pick up on one aspect of this cannot go beyond Band D. Those who do so, but in a limited manner, should be awarded Band C. Band B and above responses should provide typicality and judgement, that Cobbett conies from an older radical stance that is very suspicious of corrupt government and sees the proposal allowing control of the poor, whilst Hume is a more modern radical who sees in education a general issue for governments to tackle properly instead of using means which he regarded as ineffective. Band A answers will be well in control of the argument and material.

**(d) Study all the Sources.**

**Using all these Sources and your own knowledge, explain how far you agree with the view that, from 1833 to 1846, reform of education was limited mainly by the reluctance of governments to spend money.**

**[60]**

Focus: Testing an assertion against the set of Sources and own knowledge.

The question of money is raised in all the Sources but only B (Hume) argues for more money from government. The Review (D) and the Penny Magazine (A) both stress the voluntary principle, the former implying that government tended to spend money on some dubious causes deemed to have suffered from government action. All the Sources stress the key limitation as being government reluctance to get involved in the first place. The stress, apart from Hume (B) is on local initiatives. Government should do little. Their reluctance to spend is mirrored by a general perception that this was the correct approach, either because they were too corrupt (Cobbett and the Review) or because taxes would be imposed on the politically powerful. Candidates who merely sequence such points should not go beyond Band D. A more collective judgement, demonstrating a range of contextual points and setting the Sources alongside, should reach Band C and above. Mention may be made of other key limiting factors - especially religious feeling and competition between Anglican and Nonconformist, their relation to the State (especially the power of the Anglican lobby) and how this affected the 1833, 1839 and 1843-44 debates. Any one of these could be used to put the money debate into context. All are valid approaches. A good range of relevant discussion will merit Band A.

## Italian Unification, 1848 – 70

(a) **Study Source B.**

**From this Source and your own knowledge, explain what was meant by 'deeply hurt by the cession of Nice which he views almost as a personal and unforgivable insult'. (lines 8 - 9)**

[10]

Focus : Explanation of a Source.

To gain a mark in the higher Bands the reference to Nice must be understood in its historical context. To gain Band B, a specific reference to Plombieres must be made to explain the terms of and reasons for the cession of Nice. To gain Band A candidates must refer very clearly to the circumstances in which Nice was ceded and link to Garibaldi's birthplace and / or his expedition to Sicily. Band C answers will combine description of the situation and Garibaldi's views with some valid explanation. Answers in Band D and especially Band E will be relevant but general in their explanation of the particular issues involved in the reference.

(b) **Study Source D.**

**How reliable is this Source as evidence about Cavour's attitude towards Garibaldi's expedition to Sicily?**

[25]

Focus: Reliability of a Source.

To gain a mark in Band B, candidates should address the context in which this account was published. To gain a mark in Band A a full evaluation of the Source, either using own knowledge or by cross-reference, must have been made. Candidates who consider that this account is of uncertain provenance and yet is strongly supported by Cavour's letter to Nigra (Source A ) should usually be awarded high marks within Band A. The Source comes from personal knowledge - an eyewitness - but the stance of the writer is unknown. One cannot know of the purpose of the account. It deals with the disputed but important issue of Cavour's attitude to Garibaldi. Band C answers will combine description with some valid assessment of reliability. Answers in the lower Bands of D, and especially E, will probably be limited to explanations of the text which accept it at face value but even these should note the tone in which Cavour spoke

(c) **Study Sources A and C.**

**How far does Source A challenge the statement in Source C that Cavour 'has a clear, precise aim ... of creating a unified and independent Italy'**

[25]

Focus: Comparison of two Sources.

To gain a mark in Band A candidates must address both similarity and difference. There is obvious disagreement yet, although Source A's author was highly cynical about Cavour's commitment to Italian unity, Foresti, who wrote to Pallavicino, was tempted to accept Cavour's promises to Garibaldi at face value. Pallavicino, on the other hand, sees Cavour as wanting only an enlarged Piedmont - 'It was all an act!'. The anonymous backbencher was writing later and probably did not have the same insights into Cavour's real motives. To gain marks in Band B and especially Band A, contextual knowledge should be used to explain Cavour's aims and actions.

Band C can be awarded for some salient but partial explanation and comparison whereas Band D or E will be more appropriate for sequential and uncritical accounts.

(d) **Study all the Sources.**

**Using all these Sources and your own knowledge, explain to what extent you agree with the view that Cavour did not believe in Italian unification.**

[60]

Focus : Judgement in context, based on a set of Sources and own knowledge.

To gain a mark in Band A, candidates should use their own knowledge to shape an answer to the question and should use the information in the Sources as evidence for and against the proposition that Cavour did not believe in Italian unification. Candidates must use their own knowledge to evaluate the value of the evidence in the Sources. To gain a high mark in this Band candidates must come to a balanced conclusion, based on their own knowledge and the reliable evidence in the set of Sources. Band C answers will combine description with a valid explanation of some of the Sources. An uncritical description of Cavour's role which does not examine his motives will probably characterise Band D or E. The question allows candidates to discuss the varying views of unification: the north only or the entire peninsula? Was Cavour an Italian nationalist or more a champion of Piedmontese expansion?

## The Origins of the American Civil War, 1848 - 61

(a) **Study Source C.**

**From this Source and your own knowledge, explain the issue of ‘fugitive slaves’.  
(line 5)**

[10]

Focus : Explanation of a Source.

Candidates should know the meaning of the phrase and apply it to the problems of the Fugitive Slave Law (introduced 1850) and the difficulties which that caused throughout the 1850s. It would be appropriate to refer to the Underground Railroad, riots when arrests were made and the field day abolitionists had with the whole idea of returning Blacks to the South. Band A answers will explain key issues about the problem of fugitive slaves, giving some contextual information. Band B answers will not support the explanation as successfully. Band C answers will combine description with some valid explanation. In the less satisfactory answers, Band E responses will prove a basically acceptable explanation, providing some comments about what the Source says but with little support from the candidate’s own knowledge. Band U responses will be fragmentary, simplistic paraphrases or they may be very incorrect.

(b) **Study Source D.**

**How might Source D be used as evidence of attitudes towards Secession that existed in the Southern states in 1860 - 1861?**

[25]

Focus: Usefulness of a Source.

A middle or lower band answer, in Band C and particularly Band D, will use the figures at face value but much can nonetheless be gleaned. Band E can be awarded for largely accurate interpretations which are comparable to acceptable paraphrases of prose extracts. Variations in support can be detected as well as a change in heart in Virginia, where here represents the Upper South’s initial reluctance. Higher band answers, especially A but B to a large extent, ought to raise the issue of sufficiency, not least with the more sceptical states hardly represented. They should also question how accurately the conventions actually reflected Southern society at the time. There are arguments that the Conventions were dominated by the Planter class which pushed through the secession orders. Candidates noting this deserve a good reward.

(c) **Study Sources B and C.**

**How far does Source C show that Lincoln’s attitude to slavery was that which was claimed by the South Carolinians in Source B?**

[25]

Focus: Comparison of two Sources.

A sustained comparison can merit Band A but Band B answers will miss some possible lines of discussion. In Band C, candidates will recognise that Lincoln’s basic approach to slavery was indeed hostile as suggested in Source B. Closer reading of Source C shows that Lincoln’s prime objection is to the extension of slavery rather than calling for its outright abolition and good responses will note that. This gives the opportunity for good candidates to consider the nature of Lincoln’s approach to slavery and some may want to consider if the South Carolina convention was deliberately making Lincoln’s views out to be more extreme than they really were, although it can equally be argued that Lincoln was still playing down his true instincts at this stage. Band D and especially Band E answers will be highly sequential, relevant but going little further than accurate paraphrase.

(d) **Study all the Sources.**



**Using all these Sources and your own knowledge, explain how far you agree with the view that it was Southerners who were responsible for the outbreak of the Civil War.**

**[60]**

Focus : Judgement in context, based on a set of Sources and own knowledge.

Source A on one level is blaming the North but a sophisticated response might note that it suggests some inflexibility on the part of the South which can be used against them. Source B paints the North as the aggressors but, as in Source A, it can be turned around. Source C shows Lincoln being flexible on slavery but inflexible on slavery extension - certainly a case can be made that he and the Republicans were deliberately provocative and did little to reassure the South of their intentions. Source D suggests that support for secession was not universal in the South and so can be used to suggest that the question is unfair to put all the blame on the Southerners. Own knowledge should be easy to come by. The action of fire-eaters, Calhoun's doctrine, Southern economic confidence and provocation can be balanced by the incompetence of leading politicians, the problems of Kansas-Nebraska, the fiery language of abolitionists and the thwarting of the Slave Fugitive Act can be invoked to produce a balanced and effective answers in Bands A - B will combine the interpretation of the Sources very effectively to address the question. There will be some imbalance between these elements in Band C answers. Answers in Bands D - E will probably be limited either to the Sources or to their own knowledge.

## The Irish Question in the Age of Parnell, 1877 - 94

(a) **Study Source A.**

**From this Source and your own knowledge, explain why Ulster was such an important consideration in the Home Rule question in 1886.** [10]

Focus: Explanation of a Source.

Candidates can explain from the Source how leading Conservatives were 'playing the Orange Card' and using Ulster to back up opposition to Home Rule. Bitter hereditary hatreds were stirred and Ulster gave a new dimension to Gladstone's Irish difficulties. Using their own knowledge, candidates can explain religious divisions in province going back to the seventeenth century and the fears engendered by Home Rule. Candidates might know of Parnell's dismissal of fears (there were 400,000 Protestants outside Ulster). Band A answers will explain the issue clearly and set it accurately in the context of the Irish Question. Band B answers will miss some possible lines of discussion. Band C answers will identify the reference accurately but contextual information will be less clear and explicit. Band E answers will do little more than identify the reference.

(b) **Study Source B.**

**How reliable is Source B in explaining opposition in Ireland to Home Rule?** [25]

Focus: Reliability of a Source.

The Cardinal was looking at Ireland in a European perspective with memories of the treatment of the Pope during Italian unification and the anticlericalism of the Paris commune and lumping Irish Nationalists in with more radical European nationalist movements. Thus although Irish Catholic opinion might have been swayed, this is not a very representative view and, indeed Cullen changed his mind later on. The question gives candidates an opportunity to say what the more usual grounds for opposition were, but is a reminder that religious affiliations were not the main determinant of views e.g. Parnell was a Protestant. To gain a mark in Band A answers should concentrate on the key aspect of reliability. They will comment on the provenance of the Source (although they are not expected to have particular knowledge of Cardinal Cullen) and will also consider how its usefulness can be tested by reference to other evidence. Whilst sound, Band B answers may be lacking in references to other evidence. Band C answers will consider many of these issues but will not support them as convincingly. Band E answers will describe accurately some of the issues referred to in the Source but will be weak on elements of evaluation.

- (c) **Study Sources A and C.**  
**Explain the reasons why Sources A and C differ in their views of Ulster opposition to Home Rule.** [25]

Focus: Comparison of two Sources.

Gladstone dismisses it in Source C; Churchill emphasises it in Source A. Candidates can consider their respective audiences. Churchill sought to stir up opposition. Gladstone was speaking in the House of Commons anxious to allay fears on his own side and to conduct argument in moral and rational terms. One was using rhetoric, the other trying to defuse it. Parnell was determined not to make special arrangements for Ulster and pointed out that there were many Protestants living outside the 6 provinces, pointing out that the previous census had revealed that in Ulster the proportion of Protestants to Catholics was 52:48. Gladstone was aware of the dangers of excessive fragmentation if Ulster were treated separately; he was already under attack for taking Irish opinion into too much account when he should have been considering opinion in the UK as a whole about constitutional change. Churchill seeking for any weapon to destroy Home Rule in order to injure the Liberals and promote himself into power. Band A answers will focus clearly on contrast, identifying areas of disagreement whereas Band B answers will be more uneven. Band C answers will identify some points of difference but in a more limited way. They may focus on disagreement of content and fail to set the Sources in the context of their provenance (or vice versa). Band E answers will concentrate on separate consideration of the two Sources with only a basic or implicit contrast.

- (d) **Study all the Sources.**  
**Using all these Sources and you own knowledge, explain the different attitudes to Home Rule in Britain in 1886.** [60]

Focus : Judgement in context, based on a set of Sources and own knowledge.

The most successful answers in Band A should be able to use all of the Sources. Source A sees in Ulster the dangers of internecine warfare and also the giving in to Irish Parliamentary tactics Source B is a view of Catholic loyalists, which might lead to consideration of the Dublin-based Irish Loyal and Patriotic Union but the view might be criticised as untypical. However some did fear social radicalism in the light of Parnell's links with the Land League. In Source C, there is reference to dangers of violent opposition in Ulster. D gives the view that there was a danger of Imperial disintegration-might lead to discussion of Liberal Unionism and Joseph Chamberlain. What is not in the Sources includes economic arguments. Some felt that since 1852 there had been an economic revival that could be threatened by Home Rule; some feared a drop in value of Irish investments; some feared an excessive burden of tax in a purely Irish parliament; Bright and some liberals feared for a loss of free trade within Britain. Other arguments objected to giving in to terrorism and immoral parliamentary tactics, objected to Parnell's links with more radical agitation. For some, Home Rule tantamount to a long history of Irish 'rebellion'. Religious objections based on fears for the Protestant religion. More practical objections to the actual mechanism of 'devolution'. Liberal opposition had much to do with restlessness about Gladstone's leadership and the way that the decision to adopt Home Rule had been taken.

Answers in Band A will consider the Sources as a set as well as individually to demonstrate that the different attitudes became a major divisive issue, and will also use own knowledge appropriately and effectively. Band C answers will produce clear arguments but will tend to work through the Sources in a rather mechanical way; evidence from own knowledge may be rather thin. Answers which consider the Sources separately with very little idea of interpretation will be placed in Band E.

## **England in a New Century, 1900-18**

- (a) **Study Source A.**  
**From this Source and your own knowledge, explain what can be learned about official attitudes towards the working classes from this passage.** [10]

Focus : Explanation of a Source.

Candidates should comment on the concerns demonstrated about the working classes at the beginning of the century, a concern which reflected a traditional view that the individual labourer should stand on his own two feet, the 'self-respect' that Lloyd George refers to, yet a new awareness that this was often precarious (under employment) and needed some 'guarantee'. When this is sufficiently grasped a Band D and above may be reached. Comments that demonstrate contextual knowledge, e.g. the debate over National Insurance, the need for Lloyd George to appeal to both employer and employee, would fall into Band C. Any additional knowledge, e.g. the contributory nature of the proposal, how it was to be 'woven into the fabric of the country', concerns over the 'efficiency of labour (industrial competitiveness) would move the response into Band B. The top Band would include most of this but might also comment on concerns over social stability (People's Budget and House of Lords, Trade Union controversies) and develop the efficiency issue more (Labour Exchanges, Education debates, etc.). Some candidates may also comment on the nature of the Source, e.g. a controversial and radical Chancellor introducing a Bill – would his view of the working class be typical? Such relevant context would also merit Band A.

- (b) **Study Source D.**  
**Assess the value of this Source as evidence of medical opinion at the time.** [25]

Focus: Value of a Source.

Candidates who explain the ideas expressed, i.e. that the proposal is identified with Socialism, a doctrine claimed to be degenerate morally and racially because of its identity with state intervention and a dependency culture, should receive Band D and above. If they are able to point to provenance to assess utility, that this is a letter from a wealthy private doctor to the journal of an institution, the BMA, known for its conservatism and opposition to state interference, examiners will award a Band C and above. The highest Bands, B and especially A, should stress the value of Source D, which will include the typicality of the extract. One might expect this view from an institution under threat of change, but does it reflect the opinion of all doctors? - and its credibility. This is a political rather than a medical view but may usefully reflect the contemporary Eugenics debate (race fitness).

- (c) **Study Sources B and C.**  
**Why do these Sources differ in their attitudes to Lloyd George's proposals for National Insurance in 1911?** [25]

Focus: Comparison of two Sources.

Candidates should be able to identify and explain the differences between Sources B and C, concluding that B (Cecil) and C (Lansbury) approach the Insurance proposals from very different perspectives. Lansbury approves the need to move towards greater cover for health and unemployment, whereas Cecil does not. Cecil applies a conservative high Tory approach that is very anti-state. He opposes the idea of compulsion in contributions. Lansbury also does not believe the workers should be expected to contribute, predicting revolt, but he does think a safety net should come from taxation on the rich. He thinks government should look at why poverty existed in the first place and tackle causes (low wages). Candidates who only pick up on one aspect of this cannot go beyond Band D. Those who do so but in a limited manner should be awarded Band C. Band B and above responses should consider typicality and provide judgement: Cecil approaches the issue from an aristocratic, conservative viewpoint that stresses traditional 19th century moral precepts relating to liberty, self-reliance and their connections to Britain's greatness, whilst Lansbury is a socialist, more knowledgeable about realities amongst the poor and with a much more reasoned and specific set of objections to a proposal one might expect him to approve of. However, both are ideological in their approach.

- (d) **Study all the Sources.**  
**Using all these Sources and you own knowledge, explain how far you agree with the view that 'Lloyd George's proposal met with such opposition because his aims went way beyond improving labour efficiency and stabilising the existing order'.** [60]

Focus : Judgement in context, based on a set of Sources and own knowledge.

The question of aims is raised in all the Sources. Lloyd George himself (Source A) clearly considers efficiency and stability as the key elements of his scheme and is keen to promote them in these terms but the other extracts clearly feel there is a much wider agenda here. Cecil, in Source B, thinks it strikes at the heart of English liberty as developed over centuries, whilst the medical letter ( Source D) considers there to be a socialist agenda from the liberal Chancellor. The Socialists, if Lansbury (Source C) is typical, are keen to see this as a half-hearted measure that dodges the key issues connected with real poverty. Lansbury does not think it will lead to stability and nor does Cecil. Candidates who merely sequence such points should not go beyond Band D. A more collective judgement, demonstrating a range of contextual points and setting the Sources alongside them should reach Band C and above. Band A answers will show a good range of discussion whereas there will be some gaps in Band B answers. Mention may be made of other factors in Lloyd George's calculations - his political motives (out-trumping the Labour Party, New Liberalism and its relations to Labour, bearing in mind Lansbury's point that the working class may resent enforced contributions), although many workers lacked the vote which would reinforce his claim to be acting on practical, social and economical grounds. Similarly, contemporary social investigations might provide the context for 1911.

The limited coverage of his proposals may also be commented on in relation to motive (reassurance to doctors, the use of private enterprise in administering the scheme). Any one of these could be used or expanded to put motive and opposition into context. All are valid approaches.

## **Nazi Germany, 1933 – 45**

- (a) **Study Source B.**  
**From this Source and your own knowledge, explain why, in the summer of 1933, Hitler was keen to stress that 'Revolution is not a permanent state; it must not develop into a lasting state'. (line 3)** [10]

Focus: Explanation of a Source.

To gain a mark in the higher Band the reference must be understood in its historical context. To gain Band B, a specific reason must have been given, supported by appropriate knowledge. To gain Band A, candidates must demonstrate a clear understanding of Hitler's need to reassure the elites and the Generals, and of his wish to put the brakes on those such as Rohm who were demanding a second revolution whilst posing a potential threat both to the Generals and to Hitler's own authority, and have supported their understanding with appropriate examples. A mere paraphrase of the extract without explanation will deserve little credit and adequate comprehension can be awarded Band E. Band C answers will combine description with some valid explanation. In the less satisfactory answers, Band E responses will prove a basically acceptable explanation, providing some comments about what the Source says but with little support from the candidate's own knowledge. Band U responses will be fragmentary, simplistic paraphrases or they may be very incorrect.

- (b) **Study Source A.**  
**How completely does this Source reveal Hitler's intentions as leader of Germany in January 1933?** [25]

Focus: Usefulness of a Source.

To gain a mark in Band A a full evaluation of the Source, either using own knowledge or by cross-reference, must have been made. Candidates who demonstrate that they understand that this appeal to the German people effectively kick-started Hitler's campaign for the March elections whilst demonstrating that some of Hitler's real intentions can be read 'between the lines' should be awarded high marks within Band A. Band C can be awarded for some pertinent comments about the value of the Source although these answers will not be as convincing in contextual terms. Answers in Bands D - E will accept the Source uncritically (or may reject it uncritically) but will be sufficiently relevant. A number of aspects can be considered, for example the audience which Hitler was addressing. Candidates can examine the claim about the abolition of (all?) political parties and the reasons why Hitler wished at that time to avoid being labelled as a revolutionary.

- (c) **Study Sources C and D.**  
**Compare Hitler's intentions and aims in 1936 as shown in these Sources and explain the differences.** [25]

Focus: Comparison of two Sources.

To gain a mark in Band A candidates must address both similarity and difference. There is obvious disagreement as in Source C where Hitler's intentions seem peaceful. Good candidates will have noted the historical context of this speech and can use the context to evaluate the Source. Outstanding candidates may note that, as the named enemy in Source D is Bolshevism, Hitler may indeed have not been planning a war with France (or Britain) in 1936. To gain high marks within this Band contextual knowledge should be used to compare these Sources. Answers in Bands A - C should be able to comment on the apparent purpose of Source C; Band B answers, and especially those in Band A, answers should be able to estimate reasonably accurately the purpose of Source D.

- (d) **Study all the Sources.**  
**Using all these Sources and your own knowledge, explain Hitler's aims and priorities as leader of Germany in the period 1933-1939.** [60]

Focus: Judgement in context, based on a set of Sources and own knowledge.

To gain a mark in Band A, candidates should use their own knowledge to shape an answer to the question. This can help them to evaluate the value or the evidence in the Sources. To gain a high mark in this Band candidates must come to a balanced conclusion, based on their own knowledge and the reliable evidence in the set of Sources. Very good answers will display knowledge and understanding that Hitler's aims and priorities by no means remained static throughout this period as circumstances changed. Band C answers may well be unbalanced in their use of the Sources and other knowledge. Bands D or E can be awarded to answers which are based very heavily on either the one or the other.

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**Oxford Cambridge and RSA Examinations**

**Advanced Subsidiary GCE**

**HISTORY**

ENGLISH HISTORY 1042-1660

**2583**

**Specimen Paper**

Additional materials:  
Answer paper

**TIME** 1 hour

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided

If you use more than one sheet of paper, fasten the sheets together.

This paper contains questions on the following five Options:

- England 1042 – 1100
- England 1450 – 1509
- England 1509 – 58
- England 1547 – 1603
- England 1603 – 60

Each Option has four two-part questions, one for each of its Study Topics.

Answer **one** question (both sub-parts).

**INFORMATION FOR CANDIDATES**

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

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

## England 1042 - 1100

### 1 The Reign of Edward the Confessor 1042-1066

- (a) Why did Edward face serious problems as King of England? [30]
- (b) With what justification may Edward be regarded as an ineffective King? [60]

[Total: 90 marks]

### 2 The Norman Conquest of England 1064-1072

- (a) On what basis were claims made to the throne of England on the death of Edward the Confessor? [30]
- (b) How successful, by 1072, was William I in establishing his authority over England? [60]

[Total: 90 marks]

### 3 Norman England 1066 - 1100

- (a) Why did William I face problems with the Church? [30]
- (b) How far, by the end of his reign, had William I imposed Norman government on England? [60]

[Total: 90 marks]

### 4 Society, Economy and Culture 1042 - 1100

- (a) How prosperous was England in 1066? [30]
- (b) How far were different social groups affected by Norman rule from 1066 to 1100? [60]

[Total: 90 marks]

## England 1450 - 1509

**1** The Threat to Order and Authority 1450 – 1470

(a) Why did Edward IV face problems at his accession in 1461? [30]

(b) How far had Edward IV strengthened the monarchy by 1470? [60]

[Total: 90 marks]

**2** The End of the Yorkists 1471 – 1485

(a) How strong was the monarchy on the death of Edward IV? [30]

(b) Examine the view that Richard III was a just and effective king. [60]

[Total: 90 marks]

**3** The Reign of Henry VII 1485 – 1509

(a) Why did Henry VII face problems from Pretenders? [30]

(b) How far do you agree that Henry VII's financial policies were the **most** important reason for the stability of his rule? [60]

[Total: 90 marks]

**4** Social and Economic Issues 1450-1509

(a) Explain how any **two** groups in England were seriously affected by economic change in the late fifteenth and early sixteenth centuries. [30]

(b) Assess the condition of the Church in England at the end of the fifteenth century. [60]

[Total: 90 marks]

## England 1509 - 1558

### 1 Henry VIII and Wolsey 1509 - 29

- (a) Identify and explain any **two** problems which posed serious difficulties to Wolsey as Henry VIII's chief minister. [30]
- (b) Why did Wolsey remain in power for so long? [60]

[Total: 90 marks]

### 2 Government, Politics and Foreign Affairs 1529 - 58

- (a) Examine Thomas Cromwell's aims as a minister of Henry VIII. [30]
- (b) Who served Edward VI the better, Somerset or Northumberland? Explain the reasons for your choice. [60]

[Total: 90 marks]

### 3 Church and State 1529 - 58

- (a) Explain how far Henry VIII wished to reform the Church during the period 1529 - 1547. [30]
- (b) Assess the popularity of religious changes in England during the period 1529 – 1558. [60]

[Total: 90 marks]

### 4 Social and Economic Issues 1509 - 58

- (a) Why did prices rise in England during the first half of the sixteenth century? [30]
- (b) Compare the success of Tudor governments during this period in dealing with the effects of social and economic change. [60]

[Total: 90 marks]

## England 1547 – 1603

**1 Church and State 1547 - 1603**

(a) Identify and explain any **two** factors which immediately endangered the Elizabethan religious settlement. [30]

(b) How far, by 1603, had Elizabeth I overcome the threat from the Puritans? [60]

[Total: 90 marks]

**2 Foreign Affairs 1547 - 1587**

(a) Explain the main aims of Elizabeth I's foreign policy to 1585. [30]

(b) Compare the importance of **at least three** causes of the outbreak of war between England and Spain in 1585. [60]

[Total: 90 marks]

**3 Government and Politics in Elizabethan England 1558 - 1603**

(a) Explain the role of Elizabeth I's ministers in governing England. [30]

(b) How convincing is the claim that there was a decline in the effectiveness of Elizabeth I's government in the last years of her reign? [60]

[Total: 90 marks]

**4 Social and Economic Developments 1547 - 1603**

(a) Why were the poor a serious problem in England during this period? [30]

(b) How important were the developments in English trade during this period? [60]

[Total: 90 marks]

## England 1603 -1660

### 1 Politics and Religion 1603-1629

- (a) Identify and explain the religious problems which faced James I on his accession in 1603. [30]
- (b) Were financial or foreign affairs the more serious problems for James I throughout his reign? Explain your answer. [60]

[Total: 90 marks]

### 2 Personal Rule and Civil War 1629 - 49

- (a) Explain Charles I's aims during the period of his personal rule, 1629 - 1640. [30]
- (b) Why did civil war break out in 1642? [60]

[Total: 90 marks]

### 3 The Interregnum 1649-60

- (a) Why was the Protectorate established in 1653? [30]
- (b) Should Oliver Cromwell be regarded as a failure in view of the restoration of the monarchy in 1660? Explain your answer. [60]

[Total: 90 marks]

### 4 Society and the Economy 1603 - 60

- (a) Identify and explain any two causes of economic change in England from 1603 to 1660. [30]
- (b) Do you agree that the period 1603 - 1660 was one of religious persecution? Explain your answer. [60]

[Total: 90 marks]

**Oxford Cambridge and RSA Examinations**

**Advanced Subsidiary GCE**

**HISTORY**

**ENGLISH HISTORY 1042-1660**

**2583**

**Mark Scheme**

**See also Appendix B: Generic Mark Bands: Units 2583 and 2584**

## QUESTION SPECIFIC MARK SCHEME

### UNIT 2583 ENGLISH HISTORY 1042 - 1660

#### England 1042 -1100

##### 1 The Reign of Edward the Confessor 1042-1066

- (a) Why did Edward face serious problems as King of England? [30]

Focus: Demonstrate knowledge and understanding of features and significance of problems in a reign.

The question asks ‘Why’ and examiners will be looking for a series of reasons. Largely descriptive answers should not go beyond Band C. To go higher candidates will need to offer clear explanations of the causes of Edward’s problems which can include the way in which he handled conflicting influences. There can also be an awareness of changes in problems during the reign. Apart from the problem of claimants, the marriage issue opens up discussion of succession. Other factors may include general issues of government or religion. Candidates are likely to discuss the Godwin family. Although exactly equal, a reasonably substantial coverage of several problems will be necessary for Band C and above. Answers in Bands D - E will probably be more limited in scope.

- (b) With what justification may Edward be regarded as an ineffective King? [60]

Focus: Assessment of the effectiveness of Edward the Confessor.

Candidates should evaluate the strengths and weaknesses of Edward as King. There is a good deal of room for interpretation and no set conclusions are to be expected. It is the quality of the argument that should be rewarded. Examiners will be looking for three aspects, explanation, assessment and a sense of priority in coming to a conclusion for the highest mark bands. Band A answer will be aware of the arguments on both sides although the thrust of their judgement will be clear. Band C answers will reflect assessment but in a more cut-and-dried manner. Bands D - E can be awarded for descriptive accounts which are mostly accurate but which show little sense of assessment.

##### 2 The Norman Conquest of England 1064-1072

- (a) On what basis were claims made to the throne of England on the death of Edward the Confessor? [30]

Focus: Demonstrate knowledge and understanding of features and significance of factors involved in the succession.

In discussing claims to the throne, candidates are most likely to choose Duke William and Harold Godwinson, although Edgar Atheling is another strong possibility. Reasonably balanced coverage will be required for marks in Band C and above, together with clear explanation rather than simple listing. The best answers (Bands A and B), particularly when dealing with the major contenders, will be wide ranging.

- (b) How successful, by 1072, was William I in establishing his authority over England? [60]



Focus: Comparison of success in a significant issue.

Answers will need to concentrate on the specified period ('to 1072') and long surveys of the reign will have little value. However, brief references to later developments will be admissible to highlight William's degree of control; the test will be whether the points are made validly in the context of the question. The establishment of authority gives the opportunity for a mention of the battle of Hastings but this, whilst important, will not make for a good answer without supporting and wider discussion. Candidates can deal with the extent of problems such as rebellions and the King's success in dealing with them. Answers in Band D - E will probably go little further than to explain William's methods. Band C answers will combine the description with some assessment although they will lack the awareness of limitations by 1072 that will characterise the answers in Bands A - B.

### **3 Norman England 1066 - 1100**

**(a) Why did William I face problems with the Church? [30]**

Focus: Demonstrate knowledge and understanding of a significant relationship in the reign of William I.

William I's relationship with the Church was an important aspect of the reign. Candidates can consider the condition of the Church, the role of individuals, such as Stigand, and the institutional significance of the institution. A reasonably well balanced coverage of major aspects will be required for answers to reach Band C and above. Again, at this level, candidates will be expected to go beyond narratives and offer clear explanations of the problems which William faced with the Church. Bands A - B answers will focus on reasons whereas the Bands D - E answers, whilst mostly relevant, will be narrow and highly descriptive in their treatment.

**(b) How far, by the end of his reign, had William I imposed Norman government on England? [60]**

Focus: Assessment of an important change.

Candidates should note that the question requires them to take the key issue to the end of William I's reign. The focus should be on Norman government although this can be interpreted quite widely, for example to include control of social and economic systems. A convincing case can be made for the assessment of a variety of developments. The most successful answers, certainly those in Band A, will be aware of the extent of continuity from Anglo-Saxon government, as well as change. Band B answers will be able to refer to this to some extent. Answers in Bands D - E will be inclined to describe or narrate policies but will lack an assessment. 'Norman' government may well be assumed rather than explained.

### **4 Society, Economy and Culture 1042 - 1100**

**(a) How prosperous was England in 1066? [30]**

Focus: Demonstrate knowledge and understanding of a significant economic issue.

Answers should keep to the designated date: 1066, that is the end of Anglo-Saxon England. Largely descriptive answers should have a ceiling of Band C at best. To be sure of this Band answers will need to offer clear explanations of the economy. Answers placed in Bands B and especially A will be wide ranging and well supported with detail and examples. It will be important for answers to be relevant by focusing on economic and associated social issues rather than on more general factors. Answers which are mostly accurate and relevant but which lack judgement about prosperity may well be worth Bands D or E.

**(b) How far were different social groups affected by Norman rule from 1066 to 1100? [60]**

Focus: Comparison of the relative effects of Norman rule.

Again, the emphasis needs to be on economic and social aspects and but answers should consider a different period: 1066 to 1100. This question provides good opportunities for showing an awareness of historiography, differing interpretations and issues of changes and continuity. However, this would be a bonus and is not a required element. No set conclusions are to be expected; it is the quality of the evaluation and argument that should be rewarded. Answers in Bands A - B will delineate different social groups; answers in the lower Bands will be less successful in doing so. The Band C answers will show some differentiation but little sense of priorities in the degree of change. For example, Band E answers may be general although they will show a basically acceptable standard of knowledge and understanding.

## England 1450 - 1509

### 1 The Threat to Order and Authority 1450 – 1470

(a) Why did Edward IV face problems at his accession in 1461? [30]

Focus: Demonstrate knowledge and understanding of historical problems at a significant historical stage.

Candidates are asked to explain the problems which faced Edward IV; possibilities include the legacy of the French wars, the rivalry between Lancastrians and Yorkists, a powerful nobility and the succession issue. The focus must be on the beginning of the reign ('his accession in 1461') although a little leeway can be allowed on this as long as candidates do not go too far. Examiners will look for an approach which appreciates a range of problems in Bands A and B when candidates discuss the problems, noting the specified period. Lower Mark Bands will be awarded according to the limits of their awareness and tendency to explain the problems generally. Defeat in the French wars caused discontent and there were economic repercussions. The rivalry between Lancastrians and Yorkists proved a continuing factor but candidates should avoid the temptation to write long narratives; the most successful answers will concentrate on explanation rather than description. The nobility was a significant force. Band A answers will develop key aspects and will show a high level of recall and the ability to apply the knowledge relevantly. The approach will be analytical rather than descriptive ('Why did...?') and the answers will be well organised. Band B answers will develop most key aspects and will be mostly successful in showing a high level of understanding. The key issues will be explained convincingly. Band C answers will show more description but there will be some analysis in the approach to the explanation. Band D answers will miss some points but will focus on the question for most of the time. The responses will be uneven but they will pursue a valid argument. Answers will deserve Band E rather than Band U because the very descriptive approach will be mostly relevant and will make basically valid points. The answers will be more than fragmentary accounts.

(b) How far had Edward IV strengthened the monarchy by 1470? [60]

Focus: Assessment of the success of a monarch.

Candidates should note the different time-span; this takes the problem to 1470. 'How far...?' invites them to assess success and failure. In Band A, the selected issues will be evaluated and compared in success and failure convincingly and relevantly. Band B answers will also be analytical and will show sound knowledge at AS level but there will be more unevenness. Band C answer will evaluate most of the selected issues relevantly but there will be more description or narrative. The argument will be mostly well organised. The historical knowledge will be mostly satisfactory in Band D answers but the organisation and the quality of the argument will be uneven. Band E answers will evaluate some of the issues satisfactorily but the approach will be heavily descriptive or narrative. The supporting knowledge will be basically acceptable at A2 level.

### 2 The End of the Yorkists 1471 – 1485

(b) How strong was the monarchy on the death of Edward IV? [30]

Focus: Demonstrate knowledge and understanding of an historical situation at an important point.

Band A answers will be able to consider both the strength and problems of the monarchy. They can deal with the succession issue but should not go too far into the reign of Richard III. Among the problems which were a disputed right to the throne, dangerous courtiers and regional problems for example in Ireland. However, most will probably judge that the monarchy was substantially strong on the death of Edward IV. The more successful answers will be selective in their use of factual references; the more limited may embark on unnecessary narratives. Band C answers will attempt some analysis and deliberate assessment but their arguments are likely to be cut-and-dried. Bands D - E can be awarded to descriptions or narratives which are mostly correct but which lack discrimination.

**(b) Examine the view that Richard III was a just and effective king. [60]**

Focus: Assessment of a controversial ruler.

Band A answers will fully justify their arguments, showing a high level of understanding and applying an effective degree of knowledge about 'fair and effective'. They will discriminate between the two qualities. Band B answers may not discriminate as well. The most successful answers in these two Bands will explain rather than narrate or describe. Band B answers will link the argument and the supporting knowledge effectively but there will be some gaps, even by AS standards. Band C answers will tend more to description but this will be accompanied by some analysis or explanation. The answers will be well organised. Band D answers will deserve a higher reward than Band E answers because they will show more implicit analysis and the quality of knowledge will be satisfactory rather than basically acceptable. Vague assertions or very incomplete arguments and knowledge will be awarded Band U. Answers in Bands D - E, and some in Band C, may be too concerned to convict or acquit Richard, unable to give due weight to the alternative possibilities.

### **3 The Reign of Henry VII 1485 – 1509**

**(a) Why did Henry VII face problems from Pretenders? [30]**

Focus: Demonstrate knowledge and understanding of a significant problem facing Henry VII.

The discussion of the Pretenders will probably revolve around Lambert Simnel and Perkin Warbeck. Band D or Band E can be awarded to mostly accurate descriptions of the Pretenders; Band D can be awarded when their link to problems is established rather than assumed. Band C will attempt some analysis or explanation but this quality will be more evident in answers worth Band A or Band B. The most successful answers will explain the relationship between the Pretenders and the opposition to the King. How much support did they enjoy?

**(b) How far do you agree that Henry VII's financial policies were the most important reason for the stability of his rule? [60]**

Focus: Comparison of the relative importance of different factors.

Candidates may deny that finance was the most important reason for the stability of the reign but they must demonstrate a basic understanding of this specified issue. Answers worth up to Band C may list his policies and assess their success. Answers in Bands A - B will show more discrimination and, especially in Band A, will consider relative success ('the most important reason'). The best answers, in Band A, will provide a clear evaluation of their selected issues. Answers in Band B will also be analytical or explanatory but the argument and supporting knowledge will not be as convincing. Band C answers will show a successful level of understanding but with a more descriptive approach. The answers will be mostly well organised. Band D answers will describe some key policies but the assessment will be implicit. Whilst the organisation will be uneven, the argument will be apparent. Band E answers will deserve more credit than Band U responses because they will be capable of delivering a basically acceptable level of understanding with some adequately accurate knowledge. The relevance will outweigh the irrelevance.

#### **4 Social and Economic Issues 1450-1509**

- (a) **Explain how any two groups in England were seriously affected by economic change in the late fifteenth and early sixteenth centuries.** [30]

Focus: Demonstrate knowledge and understanding of two groups affected by economic change.

The question asks candidates to discuss two groups; answers in Bands A and B will discriminate between these and will show a sound understanding and knowledge of both although answers in Band B will be somewhat unbalanced in this respect. Answers in Band C will attempt some assessment but this will appear alongside much description. There will be a tendency to deal general with economic change in answers worth Bands D - E. Answers may discuss the economic effects of the decline of feudalism, the growth of overseas trade and towns. With 'bastard feudalism', old economic and social relationships disappeared. Rural communities saw change. Overseas trade grew during this period but especially under the patronage of Henry VII who recognised it as an important part of policy. There were increased opportunities for the merchant class. The growth of towns, with their urban groups, was a significant factor; they had their own social and economic patterns; candidates may use London as a particular example.

- (b) **Assess the condition of the Church in England at the end of the fifteenth century.** [60]

Focus: Assessment of an important institution.

Examiners will not expect candidates to be able to deal with all of the possible aspects - religious, social, cultural and political; they are wide-ranging because of the role of the Church. Whilst the most successful answers will be aware of this range, the lesser responses may have a limited view, for example dealing only with religion in a narrow sense. In Band A answers, the selected aspects will be evaluated convincingly and very relevantly with a series of reasons given for judgements. Band B answers will be mostly successful in evaluating a number of the selected aspects and will show a very effective level of understanding. In both of these Bands, the approach will be analytical rather than descriptive. The answers will be well organised but will lack the fluency of Band A answers. Band C will see some tendency to description but this will be accompanied by some clear explanation of issues. Band D answers will be largely descriptive and the quality of supporting knowledge will be satisfactory. Answers will deserve Band U rather than Band E when they are too vague and lack a basically acceptable argument and knowledge. There may be excessive irrelevance or a few fragmentary claims.

#### **England 1509 - 58**

##### **1 Henry VIII and Wolsey 1509 - 29**

- (a) **Identify and explain any two problems which posed serious difficulties to Wolsey as Henry VIII's chief minister.** [30]

Focus: Demonstrate knowledge and understanding of features and significance of two factors shaping the course of events.

The key issue is problems for Wolsey. Political problems ranged widely: warding off challenges to his position from councillors, courtiers and nobles; how best to handle Parliament; how to raise enough money to meet the King's needs; and how to achieve the King's request for a divorce. The principal religious problems facing Wolsey were clerical privileges, corrupt monastic practices, and calls from the Commons to reform absenteeism and pluralism, Lollardy and the challenge of Lutherans were also problematic but varied from diocese to diocese. Wolsey, as Cardinal and Papal Legate, was expected to implement reform yet, as a prime exponent of corruption himself, was reluctant to go too far. Wolsey devoted much of his time to foreign affairs, as did the King. They had complementary though not identical aims but Wolsey's problems had more to do with the power of Charles V and trying to help the Papacy than any differences of opinion with Henry VIII. Social problems included incipient inflation and the effects of enclosures. Candidates should seek to explain rather than describe two of these problems and set their answers in the context of Wolsey's administration. Well-balanced explanations should be awarded Band A. A reasonable balance but with more description, but still some explanation, can be awarded Band C. A basic understanding of one will be awarded Band E.

**(b) Why did Wolsey remain in power for so long? [60]**

Focus: Analysis of reasons for Wolsey's prolonged career in power.

Wolsey enjoyed power fundamentally because he had the backing of Henry VIII and this relationship needs to be explained. Answers can consider how much power the King allowed to Wolsey. Wolsey was a man of considerable ability. He could handle effectively a wide range of issues and policies which were internal and external. If there is a tendency to narrative but still some explanation, the ceiling of marks will be Band C if done well, and lower if almost completely narrative or description. Analyses and explanations which concentrate on explaining. 'Why did...?' should be well rewarded and will characterise Band A answers; Band B will be awarded for answers which take a similar approach but which miss some possible lines of discussion.

## **2 Government, Politics and Foreign Affairs 1529 - 58**

**(a) Examine Thomas Cromwell's aims as a minister of Henry VIII. [30]**

Focus: Demonstrate knowledge and understanding of Thomas Cromwell's aims.

The question focuses on aims. Answers may well consider varied aspects from administration, politics, religion and social policy. The last two are likely to be discussed only in the best answers and high credit should be given to answers which contain a wide range in their discussion. Discussion of these aims should be linked to specific developments, for example greater authority for parliament, the strengthening of the privy council, royal secretaries and departments of state, the overhaul of royal finances and more centralised as well as regional administrations. His religious aims as an advocate of Protestantism can be linked to developments in the 1530s. Answers which are well balanced in the discussion of aims and which give clear explanations can be given Band A. There will be some imbalance in Band C answers, either between the aims which are discussed or between description and explanation. Band D and especially Band E answers will contain highly descriptive material which will consider his aims in very broad terms.

**(b) Who served Edward VI the better, Somerset or Northumberland? Explain the reasons for your choice. [60]**

Focus: Comparison of the relative effectiveness of two political leaders.

Examiners will look for answers which are clear about their preferred minister, Somerset or Northumberland, but which also show an understanding and knowledge of both. Probably candidates will be more sympathetic to Somerset than to Northumberland but answers can consider

who was the more effective. Aims can be defined as well as relative success in serving the King. Answers which plump for the one minister, giving short weight to the other, and argue a case convincingly can merit up to Band C because they will lack the comparative element which is necessary for the higher bands. Alternatively, if only a narrative is offered of Somerset and Northumberland with limited comparison, the ceiling of the marks will be Band C if done well, and lower if not. Partial narratives of varying quality will be awarded Bands D - E. Analyses and comparative explanations should be well rewarded and a clear and well-supported comparison should be given Band A.

### **3 Church and State 1529 - 58**

- (a) Explain how far Henry VIII wished to reform the Church during the period 1529 - 1547. [30]**

Focus: Demonstrate knowledge and understanding of Henry VIII's aims in religion.

Candidates should note the end date of 1547. The more limited responses may confine themselves to the 1530s. An account of the background to the Reformation which ends in the early 1530s will even find it difficult to deserve Band E because it will lack the necessary range. Candidates should consider the key phrase 'wish to reform the Church'. They should be rewarded when they demonstrate an understanding of the apparent changes in the King's aims as he steered a way between radicalism and conservatism. Although the Divorce issue will loom large, candidates can also consider the resultant issues of institutional reform, doctrine and monasteries. Examiners will reward highly candidates who can demonstrate with examples a number of developments across the period. Band A answers will show success in explaining 'how far' and will be confident across most of the specified period. Band C answers might be somewhat unbalanced or may tend more to narrative. Band D or Band E will be sufficient for answers which narrate events and which deal with the King's intentions very implicitly. Band E will be suitable for answers which show a sufficient grasp of one aspect.

- (b) **Assess the popularity of religious changes in England during the period 1529 – 1558.** [60]

Focus: Assessment of the relative popularity of religious changes.

The question asks candidates to consider the period from 1529 to 1558. Within the sensible expectations of AS level, Band A answers will appreciate developments across this period and Band B answers will handle most of the period satisfactorily. Candidates need to decide what constituted 'popular' or unpopular and which groups of people were involved. The country largely conformed and Henry VIII was careful not to allow too much change, and not only because of his personal preferences. Answers may cite the rebellions of 1536 and 1549 as evidence of a lack of popularity, or the passive resistance to Protestant reforms between 1547 and 1553, or the refusal of Catholic bishops either to support Henry VIII or Edward VI in carrying out their reforms. The reaction to Mary I may see most candidates condemning her policies as unpopular but the answers in the lower bands may produce little evidence for this part from the burnings. High credit should be given when rebellions are considered or when answers examine the degree to which Catholic sympathies or tendencies survived. A basic knowledge and understanding of most of the period will be awarded Band D or Band E. Good narratives with less emphasis on explanation / comparison answers should not command more than Band C. Explanations and varied arguments are likely to be the determining features in awarding higher marks. Band A answers will sustain a clear approach and will show a clear sense of assessment.

#### **4 Social and Economic Issues 1509 - 58**

- (a) **Why did prices rise in England during the first half of the sixteenth century?** [30]

Focus: Demonstrate knowledge and understanding of the causes of a significant economic problem.

Examiners will give high credit where long and short-term causes are discussed, for example population changes, debasement and fluctuations in trade. Some may refer to the issue of bullion imports to Europe and this can be accepted although this would now be disputed. Band A will be appropriate for this varied approach when it is executed convincingly. Band B answers will miss some possible lines of discussion. However, candidates at AS level are expected to have modest understanding of economic processes. They are expected to miss the tentative conclusions in historians and be more assertive. If only a narrative is offered, or if only part of the question is answered, the ceiling of marks will be Band C if done well, and lower if not. Answers worth Bands D - E may consider causes implicitly as they provide more general accounts of the economy. Vague assertions about prices will be awarded Band U but a basic understanding and knowledge can qualify for Band E.

- (b) **Compare the success of Tudor governments during this period in dealing with the effects of social and economic change.** [60]

Focus: Comparison of the success of governments in handling social and economic change.

Candidates are required to assess and compare success in dealing across the range of the specified period. Social and economic change cannot be easily isolated from each other and credit should be given where candidates discuss issues perhaps by referring to the fluctuating impact of different factors during this period. Population growth, for instance, was a long-term underlying change whereas price inflation had a more episodic and instant impact. Band A answers will keep to a comparative line and will show a sound awareness of the factors which are examined. Good narratives or part answers should not command more than Band C; these will be much more confident in their assessment of some parts of the period than others. Bands D - E can be given for sequential descriptions where the comparison is implied rather than stated and argued.

#### **England 1547 – 1603**



## 1 Church and State 1547 - 1603

- (a) **Identify and explain any two factors which immediately endangered the Elizabethan religious settlement.** [30]

Focus: Demonstrate knowledge and understanding of features and significance of two factors threatening the establishment of the Elizabethan religious settlement.

The key issue is 'immediately endangered'. Examiners will expect Band A and B answers to achieve a balance between their two selected challenges. Lower Mark Bands will be awarded according to the degree of imbalance. Band A answers will explain key aspects about the challenges selected; they will show a high level of recall and the ability to apply the knowledge relevantly. The approach will be analytical rather than descriptive and the answers will be well organised. Band B answers will develop most key aspects and will be mostly successful in showing a high level of understanding about the challenges. Band C answers will show more description but there will be some analysis in the approach to the challenges. Band D answers will miss some points but will focus on the question for most of the time. The responses will be uneven but will pursue a valid argument. Band E answers will be very descriptive but will provide relevant information even though the use made of the material is only implicitly relevant. Band U answers will be often fragmentary and lacking relevance.

- (b) **How far, by 1603, had Elizabeth I overcome the threat from the Puritans?** [60]

Focus: Assessment of Elizabeth I's success in one aspect of religious policy.

This question focuses on the threat from the Puritans and asks candidates to consider all of the reign of Elizabeth I. In Band A the challenges and threats will be evaluated convincingly and a well argued conclusion reached. The discussion will be analytical, focusing on assessments. Band B answers will show sound knowledge of the threat and the Queen's policies and approach them analytically but there will be more unevenness. Band C answers will incorporate more description or narrative but will also provide some relevant evaluation. At this level consideration of developments may be rather uneven. The historical knowledge will be mostly satisfactory in Band D answers but the organisation and the quality of the argument will be uneven. Band E answers will be heavily descriptive or narrative but will provide some elements of evaluation. Very vague or inaccurate answers, often very incomplete in knowledge and argument about both the Puritans and Elizabeth I's policies, will be awarded Band U.

## 2 Foreign Affairs 1547 - 1587

- (a) **Explain the main aims of Elizabeth I's foreign policy to 1585.** [30]

Focus: Demonstrate knowledge and understanding of the aims of Elizabeth I's foreign policy.

Candidates should note the specified end date: 1585. No credit must be given to later developments except when in a brief introduction or conclusion to put the period into a wider context. The answers should concentrate on Elizabeth I's aims, especially to protect her throne, to safeguard Anglicanism, to deal with Scotland, to promote trade. The aims must be linked to specific developments but will be discussed specifically in answers worth Bands A - C. Answers in Bands A - B will be orderly and capable of producing some effective analysis. There will a creditable degree of explanation or analysis in Band C answers but this will be mixed with more description. Narrative alone will require a wider scope than discussions of Anglo-Spanish relations alone to merit Bands D - E.

- (b) **Compare the importance of at least three causes of the outbreak of war between England and Spain in 1585.** [60]

Focus: Comparison of the relative importance of different factors affecting a specific development.

Religion provided a fundamental difference between Spain and England and was linked with the issues of the Dutch Revolt and Mary Queen of Scots and eventually provided Philip with papal support for the Enterprise of England; but in itself, as the fact that war was so long delayed shows, it was not sufficient to cause war. (Again, candidates should note 1585 as the end date; the Armada is excluded as a substantive development). The presence of Mary Queen of Scots in England from 1568 provided a focus for the Northern Rebellion and for the Ridolfi and Throckmorton Plots, all of which involved the Spanish (the Babington Plot strictly falls outside the period but may be allowed). The Dutch Revolt produced for Elizabeth continuous anxiety from 1567 onwards. She was reluctant to support rebels but aware of the danger to England if Spain crushed the revolt. Mention can be made of a number of critical points, e.g. the seizure of the Genoese bullion, the expulsion of the Sea Beggars, the Spanish Fury, Parma's reconquest of the southern Netherlands. The activities of Drake and Hawkins, including Hawkins's voyage to San Juan de Ulua, Drake's Panama expedition and the circumnavigation were provocative to Spain and profitable to England but not in themselves likely to lead to outright war on this side of the Atlantic. In Band A the selected causes of tension will be evaluated convincingly. The discussion will be analytical and the conclusion will be well argued. Band B answers will adopt a similar approach but there will be more unevenness. Band C answers will incorporate more description or narrative but will also provide some relevant evaluation. The historical knowledge will be mostly satisfactory in Band D answers but the organisation and the quality of the argument will be uneven. Band E answers will be heavily descriptive or narrative but will provide some elements of evaluation. Very vague or inaccurate answers, often incomplete in knowledge and argument, will be awarded Band U. There is no 'correct' answer but the better candidates will note that Elizabeth avoided war until 1585 despite the fact that there had been tensions over a number of issues since at least the late 1560s.

### **3 Government and Politics in Elizabethan England 1558 - 1603**

**(a) Explain the role of Elizabeth I's ministers in governing England. [30]**

Focus: Demonstrate knowledge and understanding of ministers in governing Elizabethan England.

Candidates are asked to consider Elizabethan ministers' handling of government. Candidates will gain credit when they focus on their role, as opposed to descriptions. The extent to which they depended on the queen, the Privy Council, the court and factions can be examined. Relationships with Parliament and even religion can be examined. The argument should be supported by specific examples, most probably of Burghley and Leicester but most should be able to discuss Robert Cecil. High credit should be given to those who range more widely. Vague discussions of government will deserve Band U. Bands D or E can be awarded to general but relevant responses. Bands B and especially A will be given to answers which appreciate the complexity of their role; full explanation will be supported with convincing references.

**(b) How convincing is the claim that there was a decline in the effectiveness of Elizabeth I's government in the last years of her reign? [60]**

Focus: Assessment of a judgement about an historical development.

'the last years of her reign' prescribes a comparatively open period but there should be a concentration on the 1590s and early seventeenth century. Certainly, anything before 1588 will not

be relevant. The Irish rebellion began in 1593 and lasted until after the end of the reign. Successive attempts to suppress it ended in failure until the arrival of Mountjoy, who had the situation under control when Elizabeth died. To meet the enormous cost of the Spanish war and the Irish rebellion Elizabeth sought subsidies and sold crown lands. She also exploited monopolies. But she did not attempt fundamental reform of finances. Monopolies were attacked in the Parliaments of 1597 and (especially) 1601. Elizabeth responded to the latter with her 'golden speech' - but did not abandon the right to grant monopolies. Essex rose to prominence through military success and the Queen's favour, but was opposed by the rival Cecil faction. After his failure in Ireland he fell from power and led an unsuccessful rebellion. Many at court awaited a new monarch. Band A answers will weigh the evidence for showing decline. The approach will be analytical and a well argued conclusion will be reached. Band B answers will also show a recognition of both success and failure in government. The approach will be analytical but there will be more unevenness. Band C answers will incorporate more description or narrative but will also provide some relevant evaluation. The historical knowledge will be mostly satisfactory in Band D answers but the organisation and the quality of the argument will be uneven. Band E answers will be heavily descriptive or narrative but will provide some elements of evaluation. Very vague or inaccurate answers, often incomplete in knowledge and argument, will be awarded Band U.

#### **4 Social and Economic Developments 1547 - 1603**

**(a) Why were the poor a serious problem in England during this period? [30]**

Focus: Demonstrate knowledge and understanding of an important social problem.

Candidates are asked to explain why and thus to provide reasons. Among the reasons which can be suggested are the fears of crime, fuelled by social distress and unemployment and weak governments who lacked the ability to tackle the problem effectively in spite of several attempts at legislation. Concern about the resulting poverty was one reason for the Poor Law of 1598. Inflation outstripped wages, thus increasing hardship for the poor. It also led to more commercial methods of estate management, rack renting and the displacement of some tenants and labourers. A growing population increased the pressure on food and land and was therefore, in many historians' eyes, the underlying cause of rising prices. Disruption of trade with the Netherlands led to the loss of markets for the cloth industry and therefore unemployment. markets overseas. Poor harvests led to starvation (in Cumbria), rocketing food prices and widespread unrest (even a minor rising in Oxfordshire). Band A answers will delineate a series of reasons although even these will not be comprehensive; examiners will remember the reasonable expectations of AS level. Band C answers will combine some valid comments with description. Bands D or E can be awarded for answers which are mostly relevant but highly descriptive about poverty.

**(b) How important were the developments in English trade during this period? [60]**

Focus: Assessment of an economic issue.

Examiners will therefore look for an assessment in Band A and an awareness of links between trade and other factors, for example social change. Band A answers will show awareness of the interdependence of factors as explanations, and of the concept of long and short term trends. The discussion will be analytical and explanatory. Band B answers will demonstrate similar awareness and sound knowledge; the approach will be analytical but there will be more unevenness. Band C

answers will incorporate more description or narrative but will also provide some relevant evaluation. Consideration of issues within the general topic of trade may be rather uneven, with too much focus on one aspect and relatively little on the others. The historical knowledge will be mostly satisfactory in Band D answers but the organisation and the quality of the argument will be uneven. Band E answers will be heavily descriptive or narrative but will provide some elements of evaluation. Very vague or inaccurate answers, often incomplete in knowledge and argument, will be awarded Band U.

## England 1603 -1660

### 1 Politics and Religion 1603-1629

- (a) **Identify and explain the religious problems which faced James I on his accession in 1603.** [30]

Focus: Demonstrate knowledge and understanding of features and significance of a major problem at a particular point.

Candidates should note the reference to 1603. This provides a focus to the discussion; the breadth is allowed by the possibility of discussing a selection from a wide range of issues. For example, James faced expectations from Puritans, Catholics and Anglicans. The pressures became apparent immediately. Answers which do little more than describe or narrate should have normally an absolute limit of Band C. To be sure of this Band and to go higher answers will need to offer clear explanations of why religion caused serious problems for James I. Examiners will note that the topic begins in 1603; they will expect only general understanding of developments in Elizabeth I' reign.

- (b) **Were financial or foreign affairs the more serious problems for James I throughout his reign? Explain your answer.** [60]

Focus: Comparison of the relative problems facing James I.

Candidates should concentrate on an assessment and comparison of financial and foreign problems to 1625. Beginning with a deficit on his accession, the King continued to be troubled by money problems and attempt to alleviate them (the Great Contract) failed. There were difficulties with Parliament. James I's attempts to pursue a moderate and pacific foreign policy also resulted in unpopularity and criticism. The answers in Bands D-E will be able to provide some accurate and relevant description but there will be little discrimination. These answers are likely to be highly sequential. Some attempt at overt comparison should be apparent for Band C. Band B answers and especially those in Band A will show an understanding of developments throughout the reign. Conclusions may vary about the degree to which the specified problems threatened James I.

### 2 Personal Rule and Civil War 1629 - 49

- (a) **Explain Charles I's aims during the period of his personal rule, 1629 - 1640.** [30]

Focus: Demonstrate knowledge and understanding of Charles I's aims in a significant period.

The emphasis should be on aims but the topic is quite wide and candidates can examine issues in government, religion and the economy. Relations with Scotland and Ireland are relevant. Mainly narrative, descriptive and incomplete answers should not get beyond Band C. To be sure of this Band and above answers will need to offer clear explanations of the issues together with a sharp focus upon why they divided King and his critics. Band A answers will be obviously explanatory and will show an appreciation of a range of issues and aims. Answers in Bands D - E will be limited to general and rather thin, if adequate, descriptions.

**(b) Why did civil war break out in 1642?**

**[60]**

Focus: Assessment of the reasons for the outbreak of civil war.

Whilst most candidates may assume the outbreak of war, most answers in Band A will explain the specific issues and will be familiar with the situation in 1642 (or the early 1640s). The better candidates will be aware of the relative importance of different factors. Credit will be given when candidates distinguish between long and short-term factors. Some comparative dimension should be expected and should be overt for Bands A-B but it is likely to be implicit in Bands D-E. Nevertheless, there should be a clear concentration upon the issue of the outbreak of war and broad all-inclusive answers on the unpopularity of Charles I will normally not go as high as Band C. For the higher Bands (A and B) the evaluation and analysis should be especially sharp.

**3 The Interregnum 1649-60**

**(a) Why was the Protectorate established in 1653?**

**[30]**

Focus: Demonstrate knowledge and understanding of the establishment of the Protectorate.

Candidates should be aware that Cromwell was not the declared ruler of England throughout this period. Cromwell was the single most influential figure from 1649 onwards and was Lord Protector after 1653. The answers can give this brief background to explain the establishment of the Protectorate. The Rump and Barebones Parliament had failed Cromwell and Lambert's solution seemed timely. Credit will be given when candidates demonstrate understanding and knowledge of the system that was established by the Instrument of Government. Largely narrative and descriptive answers should normally have an absolute maximum of Band C. To be sure of this Band and above candidates should offer clear explanation with a sharp focus on reasons why the Protectorate was set up. This explanatory approach will help to define answers in Bands A - b whereas more general narrative will lead to Bands D - E.

**(b) Should Oliver Cromwell be regarded as a failure in view of the restoration of the monarchy in 1660? Explain your answer.**

**[60]**

Focus: Assessment of a major historical figure.

This question calls for evaluation and argument and these qualities will be essential for Band C and above. Bands A-B will also see a focus on failure or success. The topic ends in 1660 and candidates are not required to demonstrate understanding and knowledge of later developments but credit will be given if valid points are made. Answers in the lower bands will be mostly relevant but are likely to be simplistic in their judgements, probably opting for failure. Answers in Bands A - B will be more rounded although they may still prefer to emphasise failure by 1660. It will be relevant to examine both domestic developments, for example Cromwell's handling of government and religion, and foreign issues where he established England's high reputation in military and naval affairs.

**4 Society and the Economy 1603 - 60**

- (a) Identify and explain any two causes of economic change in England from 1603 to 1660. [30]**

Focus: Demonstrate knowledge and understanding of features and significance of two factors shaping developments.

Candidates can discuss a range of factors, for example the growth of London, expansion of colonies and overseas trade, growth of industry and agricultural change. Largely the narrative or descriptive answers should not normally go beyond Band C. To be certain of this Band and above clear explanations are essential together with a sharp focus on change. There are obvious connections between such factors so absolutely discrete approaches are not to be expected or, perhaps, welcomed. At the same time it must be clear what themes are being discussed and broadly based accounts of economic development will probably not go as high as Band C. As reasonably well balanced coverage should be expected for Band C and above. General descriptions of economic change which do not pin down any two causes may merit Band D or even Band E if the treatment is relevant but only basically acceptable.

- (b) Do you agree that the period 1603 - 1660 was one of religious persecution? Explain your answer. [60]**

Focus: Assessment of an important religious issue.

The most successful answers (Bands A - B) will show an awareness of developments through most (but not necessarily all) of the period and will support the argument by appropriate historical references. They will differentiate between attitudes to Catholics and Protestant dissenters. Band C answers will contain much description but there will be adequate assessment. Bands D - E can be awarded to answers which are very sequential and which can link developments to toleration. However, the comparative element will be limited. Vague accounts and arguments which do not demonstrate a basic knowledge will be awarded Band U. May answers may be divided into two sections: pre and post civil war. This will be acceptable at AS level although high credit should be given to answers which attempt a synthesis.

## Oxford Cambridge and RSA Examinations

### Advanced Subsidiary GCE

### HISTORY

ENGLISH HISTORY 1780-1964

**2584**

### Specimen Paper

Additional materials:

Answer paper

**TIME** 1 hour

#### INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided

If you use more than one sheet of paper, fasten the sheets together.

This paper contains questions on the following three Options:

- England 1780 – 1846
- Britain 1846 – 1906
- Britain 1899 – 1964

Each Option has four two-part questions, one for each of its Study Topics.

Answer **one** question (both sub-parts).

#### INFORMATION FOR CANDIDATES

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

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

## England 1780 - 1846

### 1 The Age of Pitt and Liverpool 1783 - 1830

- (a) Identify and explain any **two** factors which helped to strengthen the Tories' hold on power in the period 1783 - 1793. [30]
- (b) How liberal were Liverpool's governments? [60]

[Total: 90 marks]

### 2 War and Peace 1793 - 1841

- (a) Explain Britain's success in the wars against France, 1793 - 1815. [30]
- (b) Compare the importance of **at least three** issues which determined the conduct of British foreign policy in this period. [60]

[Total: 90 marks]

### 3 The Age of Peel 1829 - 46

- (a) Explain the problems that Ireland caused for Tory governments from 1829 to 1846. [30]
- (b) Assess Peel's success as a Prime Minister. [60]

[Total: 90 marks]

### 4 The Economy and Industrialisation 1780 - 1846

- (a) Identify and explain any **two** factors which were crucial for industrialisation in the period 1780 - 1846. [30]
- (b) How serious was the resistance to industrialisation during this period? [60]

[Total: 90 marks]

## Britain 1846 – 1906



**1** Whigs and Liberals 1846 - 74

- (a) 'From 1846 to 1874, the Whigs and Liberals were usually, but not always, in power.' Explain the reasons for their dominant position during this period. [30]
- (b) How successful to 1874 was Gladstone as party leader and Prime Minister? [60]

[Total: 90 marks]

**2** The Conservatives 1846 - 80

- (a) Identify and explain any **two** factors which limited the ability of the Conservatives to hold power from 1846 to 1868. [30]
- (b) Assess Disraeli's success during the period from 1866 to 1880 in dealing with the varied problems which faced him as party leader and Prime Minister. [60]

[Total: 90 marks]

**3** Foreign and Imperial Policies 1846-1902

- (a) Examine the principles which guided British foreign policy during the period 1846 - 1902. [30]
- (b) Account for the popularity of imperialism in Britain during the period c.1880 - 1902. [60]

[Total: 90 marks]

**4** Trade Unions and Labour 1867 - 1906

- (a) How much support did Trades Unions enjoy during the period 1867 - 1906? [30]
- (b) Compare at least three reasons to explain why the emergence of the Labour party was delayed until 1906. [60]

[Total: 90 marks]

## Britain 1899 - 1964

### 1 Liberals and Labour 1899 - 1918

- (a) Why was Ireland a continuing problem for British governments during the period 1909 - 1916? [30]
- (b) Assess the success of the Liberals from 1906 to 1914 in dealing with their domestic problems (excluding Ireland). [60]

[Total: 90 marks]

### 2 Inter-War Domestic Problems 1918 – 39

- (a) How do you explain Lloyd George's fall from power in 1922? [30]
- (b) Compare the importance of at least **three** causes of the General Strike in 1926. [60]

[Total: 90 marks]

### 3 Foreign Policy 1939 - 1963

- (a) Identify and explain any two reasons why Britain adopted a policy of decolonisation during the period from 1945 to 1963. [30]
- (b) How far and for what reasons, during this period, did Britain's attitude to co-operation with other western European countries change? [60]

[Total: 90 marks]

### 4 Post-War Britain 1945 - 64

- (a) Explain how the Labour governments attempted to carry out their domestic policies from 1945 to 1951. [30]
- (b) Assess the success of the Conservative governments from 1951 to 1964 in implementing **at least three** of their domestic policies. [60]

[Total: 90 marks]

**Oxford Cambridge and RSA Examinations**

**Advanced Subsidiary GCE**

**HISTORY**

**ENGLISH HISTORY 1780-1964**

**2584**

**Mark Scheme**

**See also Appendix B: Generic Mark Bands: Units 2583 and 2584**

## QUESTION SPECIFIC MARK SCHEME

UNIT 2584

ENGLISH HISTORY 1780 - 1964

### England 1780 – 1846

#### 1 The Age of Pitt and Liverpool 1783 - 1830

- (a) Identify and explain any two factors which helped to strengthen the Tories' hold on power in the period 1783 - 1793. [30]

Focus: Demonstrate knowledge and understanding of features and significance of two factors shaping the course of events.

Candidates should explain any two factors in the Tories' success. It is likely that they will select from royal support, the reforms of the Younger Pitt, Whig divisions and the impact of the French Revolution. Royal support was of crucial importance to any administration in the 18th century George III in particular was an astute operator and supported the Tories, using his powers to appoint Pitt in 1783) and dismiss ministers (the Whigs, Fox and North in 1783). He particularly backed Pitt and could, via patronage, influence backbenchers and the Lords to support him, at least until 1801. Pitt's reforms were of lasting importance and consolidated a Tory reputation for cautious, practical, administrative and financial reform. Some high profile taxes were unpopular and withdrawn but he helped restore national finances after the American War (a surplus was achieved and a sinking fund established), efficient administrative reform cut costs whilst reciprocal trade treaties cut import duties and revived trade. Candidates would be expected to refer to these in more detail. The Whigs were an elite and increasingly fragmented group in the period, e.g. Rockingham Whigs post 1782, problems over dissent in 1788-9 and particularly over how to react to the French Revolution (Fox's stress on liberty rather than closing ranks on order as the majority of Whigs wanted). Burke's 1790 'Reflections' precipitated a very serious split, worsened by Fox's Libel Act of 1792. The events of the French Revolution strengthened support for the Tories as the champions of law and order and then as the war party, opposing 'French principles' from 1793. Radicalism was linked to this but it did not end Pitt's reform. It also helped to neuter the Whig opposition, many conservative Whigs joining Pitt (especially after 1794). Up to Band C can be awarded for careful description and explanation of two of the above. How effectively candidates link these issues to Tory control and evaluate issues that are not always clear cut in their impact will determine whether they are placed in the two highest Bands.

- (b) How liberal were Liverpool's governments? [60]

Focus: Assessment of the characteristics of governments.

If there is only narrative with slight assessment of the key issue of 'liberal' in the question the ceiling will be Band C if done well, lower if not. Answer worth Bands A - B will be aware of the extent to which the claim can be made although Band B answers will miss some possible lines of discussion. Answers in Bands D - E will probably be quite secure about evidence of unrest but will be less confident about the extent to which Liverpool's governments can be described as liberal in early nineteenth-century terms. Credit should be given to answers which are aware of the problems which faced Liverpool and his colleagues in a period of considerable political, social and economic change.

#### 2 War and Peace 1793 - 1841

- (b) Explain Britain's success in the wars against France, 1793 - 1815. [30]

Focus: Explanation of military success.

There is much to discuss so examiners will not expect total coverage for the highest Bands. However, answers worth Bands A - B will show understanding and knowledge of developments before the conflict with Napoleon. Candidates may discuss campaigns on land and sea but answers in Band A, and some in Band B, should be aware of the significance of coalitions. Although British success was due partly to the decline of Napoleon, candidates are not expected to have much knowledge of this aspect. Even Band A answers may contain only general references. Marks up to Band C can be given for careful description with some explanation. The characteristics of answers in Bands D - E will probably be a highly narrative approach. Narratives of sea or land campaigns alone will barely deserve Band E.

**(b) Compare the importance of at least three issues which determined the conduct of British foreign policy in this period. [60]**

Focus: Comparison of the relative importance of different factors in shaping policy.

Among factors which can be explained are a selection from developments in France, the Balance of Power in Europe, overseas trade and naval supremacy. For example, French occupation of Belgium in 1793 started Britain's war with revolutionary France as it affected trade routes into Northern Europe. The Balance of Power needs brief discussion as a concept that was highlighted by the French attempt at domination in Europe and fears of later Russian expansion in Central Europe and the Near East. Overseas trade can be explained and the need to secure it via sea power (colonies and trading ports) and favourable trading treaties with governments in key areas. Naval supremacy includes some consideration of the Navigation Acts, the links with trade (Britain as a maritime and commercial power) and Britain's determination to defend her global interests. The use of sea power during the French Wars (Trafalgar and the blockade of France), acquisition of naval bases at Vienna in 1815, the prevention of Russian naval power in the Mediterranean in 1841 and its use against Mehemet Ali or American slavers could all be referred to. Much depended on what point or issue affected Britain at any given time (1793; 1815 etc.). Narrative with limited assessment or partial coverage, if done well, would take a candidate to Band C. Analysis and assessment should be well rewarded and will characterise Bands A-B answers. Answers can be awarded either of Bands D or Band D when they demonstrate an acceptable level of knowledge but with little explanation.

### **The Age of Peel 1829 - 46**

- (a) **Explain the problems that Ireland caused for Tory governments from 1829 to 1846.**

[30]

Focus: Demonstrate knowledge and understanding of the problem of Ireland in a specific period.

Candidates can consider the particular problems posed in Anglo-Irish relations by issues such as Roman Catholic Emancipation, land and famine. Whereas the answers worth Bands D - E will be content to describe a sequence of events with occasional comments, the most successful answers in Bands A - B will explain why the issues were problems for the governments during the specified period. Answers in Band C will contain some explanation but will be more limited in scope but they should deal with at least two of the issues mentioned above. Candidates need to explain how Catholic Emancipation weakened the Tories. Land raised the question of property rights for the Tories. The difficulty of famine became apparent; the problem was how to react to it.

- (b) **Assess Peel's success as a Prime Minister.**

[60]

Focus: Assessment of a major historical figure.

Clear and sustained assessment, especially of the Great Ministry of 1841 - 46, should be well rewarded with Bands A and B, Narrative with limited assessment or partial coverage, if done well, would take a candidate to Band C, and lower if not. Bands D or E can be given for general but relevant knowledge of the topic with occasional assessment. The Tamworth Manifesto clearly contributed to the rebuilding of Toryism after the collapse of 1830 and Parliamentary Reform. It can also be argued that Peel created a new conservative consensus or even party in opposition to Whiggery that was specifically Peel's in its commitment to cautious and practical reform. Peel's handling of the financial crises and early Victorian Depression via his Budgets need to be understood, especially the linkage between a revived Income Tax and cuts in duties. Candidates may be expected to diverge in approaching the issue of their impact on Toryism - as a protectionist party doubts were expressed (Sugar Duties) but as a statesman Peel's approach was and is much praised. There were also social reforms. Clearly Corn Law Repeal was a disaster for the Tories, splitting them and leading to opposition and minority status for the next 30 years. Candidates need to explain how repeal came to do this - on its own (the Protection issue v Anti Corn Law League) or as a culmination of dissatisfaction with Peel's approach on a variety of issues affecting Tory interests.

#### 4 The Economy and Industrialisation 1780 - 1846

- (a) Identify and explain any two factors which were crucial for industrialisation in the period 1780 - 1846. [30]

Focus: Demonstrate knowledge and understanding of features and significance of two factors shaping industrialisation.

The question offers a choice of two factors which will probably include mechanisation, enclosures, canals and overseas trade. Candidates need to explain the issues rather than provide vague discussions. For example, mechanisation involved the application of machinery to the artisan process, increasingly with the use of new or developed power sources and was important in cotton, iron, engineering and railways. Better candidates (Bands A and B) will highlight what was innovative and sustained in its impact. Enclosures can be considered in relation to industrialisation - the provision of a more mobile labour force moving to local industrial centres, the impact on food production at a time of rising population, rentals, the potential for mechanical change in agricultural procedures and their impact on selective breeding and pastoral farming. Reference may be made to their role in solving Malthusian problems. Canals can be put into the context of transport changes and the need to facilitate the long distance movement of heavy industrial goods and raw materials. This was underway by 1780 with a 'boom' in the 1790s, especially important in creating new linkages in the Midlands, with London and in dealing with pressure points such as Manchester, Liverpool and Leeds, whilst also lowering transport costs prompting new markets and demand. Some specific examples may be given (e.g. Wedgwood). Overseas trade may be stressed as a key stimulus to demand (new markets). Britain's position as an island enabled her to exploit new global opportunities in the Americas and Asia and become the middle-man for 'world' commodities - slaves, tea, coffee, cotton, etc. It also gave her a lead in the means to this - shipping, whilst the profits created capital for investment in new developments elsewhere, and particularly facilitated the growth of west-coast ports. There is much to discuss in the above so do not expect 'complete' coverage for the highest Bands. Marks up to Band C can be given for careful explanation of two of the above but success in linking them to industrialisation and evaluation in this context that will determine a mark in Bands A and B.

- (b) How serious was the resistance to industrialisation during this period? [60]

Focus: Assessment of the resistance to industrialisation.

The question requires candidates to concentrate on the alternative situation: opposition to industrialisation. The impact and extent of riots, Luddism and radicalism can be examined. Others may stress the link between social and economic change (arguments over 'class' robbery in enclosure or the fate of the radical Handloom Weaver in mechanisation). There was some reluctance to allow the spread of railways. Analysis and comparison of different factors, with a focus on the varied nature of resistance should be well rewarded with Bands A and B. Descriptive or partial coverage, if done well, would take a candidate to Band C. Band D answers will be highly descriptive whilst Band E answers, although relevant, may be largely anecdotal, showing only a basically acceptable level of understanding and knowledge.

#### Britain 1846 – 1906

## 1 Whigs and Liberals 1846 - 74

- (a) 'From 1846 to 1874, the Whigs and Liberals were usually, but not always, in power.' Explain the reasons for their dominant position during this period. [30]

Focus: Demonstrate knowledge and understanding of features and significance of factors shaping the political balance of political power.

Among the factors which can be explained are support for free trade policies, the influence of the Radicals, weakness of the Conservatives and the skills of Gladstone as party leader and Prime Minister. The importance of free trade policies was the effect they had on the economy, as the Mid-Victorian period was both stable and prosperous. The Radicals became more influential after the emergence of the Liberal party in 1859, creating the demand for personal social improvement which bore fruit in the 1870s. The weakness of the Conservatives was deep-seated, both in terms of leadership as well as policies. Gladstone did not become party leader until 1868, but he had already become the 'People's William' and articulated the hope for wider opportunities for the masses. For Band C answers should provide an explanation of these factors in some depth and offer perspectives which embrace a range of social and economic forces as well as political themes. Answers in Bands A - B will reflect a range of argument although Band B responses will miss some possible lines of discussion. Relevant narratives of the period will probably be placed appropriately in Bands D - E.

- (b) How successful to 1874 was Gladstone as party leader and Prime Minister? [60]

Focus: Assessment of a major historical figure.

The end date of 1874 should be noted by candidates. Discussions of later developments will not be relevant unless included briefly in a conclusion. Band A answers will differentiate between Gladstone as party leader and Prime Minister; Band B answers will make some distinction. Answers from Band C down will probably concentrate on him as Prime Minister and assume his role as party leader. Gladstone's popularity started with his extensive free trade measures of 1860. Gladstone's skills were less evident in 1866-67, when he was initially outwitted by Disraeli, and after 1872, but they were driving force in holding a broad coalition party together and passing reforming measures through Parliament. The approach to 1868 - 74 in Bands A - B will be evaluative whereas those worth Bands D - E will be highly descriptive.



## The Conservatives 1846 - 80

- (a) **Identify and explain any two factors which limited the ability of the Conservatives to hold power from 1846 to 1868.** [30]

Focus: Demonstrate knowledge and understanding of features and significance of two factors shaping the course of events.

A number of issues weakened the Tories in this period: internal divisions, the limited appeal of their policies and leaders to the electorate, the strength of the Whigs and Liberals and suspicion within the Conservative party of Disraeli's motives and methods. The permanent loss of the Peelites deprived the Conservative party of potential able leaders while the eventual conversion to free trade served only to highlight their lack of distinctive principles. Whigs and Liberals dominated the political scene under men like Palmerston and Russell, while the leadership of Derby and Disraeli was half-hearted until the opportunity offered by the events of 1886-67.

For Band C answers should demonstrate a broad perspective of the specified themes and use material from most of the period. Explanation of the themes should be given adequate support through the use of relevant evidence.

- (b) **Assess Disraeli's success during the period from 1866 to 1880 in dealing with the varied problems which faced him as party leader and Prime Minister.** [60]

Focus: Assessment of a major historical figure.

Band A answers will differentiate between Disraeli as party leader and Prime Minister; Band B answers will make some distinction. Answers from Band C down will probably concentrate on him as Prime Minister and assume his role as party leader. Disraeli's apparent success in passing the reform of Parliament in 1867 did not gain power for the Conservatives in the 1868 election. However, he had drawn the party closer than any time since Peel. In 1872 he established the general principles of Conservative government and then capitalised on Liberal weaknesses in 1874. Success in the 1874 election gave him credibility within his party and enabled him to carry out moderate social reform quite successfully and to attempt a vigorous overseas policy. The question requires evaluation of various factors and a varied assessment is required for a mark in Band C. A fuller assessment, reflecting wider understanding, is probably what will characterise the answers in Bands A-B. They will deal with success and failure. Adequate, then acceptable, narratives with some occasional comments can be awarded Bands D or E.

### 3 Foreign and Imperial Policies 1846-1902

- (a) **Examine the principles which guided British foreign policy during the period 1846 - 1902.** [30]

Focus: Demonstrate knowledge and understanding of features and significance of factors shaping foreign policy.

Candidates should explain principles of foreign policy. They may well choose from support for the European balance of power, the expansion of trade and empire, fear of Russia, and some limited support for constitutional governments in Europe. The importance of the balance of power appeared more obvious in the earlier part of the period up to 1870. However, Britain's apparent isolation in an age of European alliances after that date was only a temporary situation and was coming to an end by 1902. Fear of Russia was still strong and by 1895 the areas where competition was serious had spread to the Far East. The requirements of trade were even stronger by 1900 than they had been in 1846 and produced conflict in several parts of the world. Support for constitutionalism was still limited, although the alienation of Turkey meant a significant change in the Near East. Answers in the C Band and above should demonstrate the changing nature of European relations. Answers in Band A will be able to range successfully (but not necessarily fully) throughout the specified period, 1846 - 1902. Band B answers will miss some possible lines of discussion. Answers which can trace developments but with limited explanation about principles can be awarded Band D or Band E.

- (b) **Account for the popularity of imperialism in Britain during the period c.1880 - 1902.** [60]

Focus: Explanation of the appeal of imperialism.

It will be relevant to discuss issues such as public support for economic and strategic issues, the influence of the press and the perceived danger from rivals and rebels such as the Boers. During a period of 'splendid isolation' imperialism could demonstrate Britain's continued greatness. There were also moral issues for some people. Military success (and failure) heightened the public mood. Whereas the more limited answers in Bands D-E and some in Band C will concentrate on explanations of events, the better answers will deliberately link events to the issue of popularity. General accounts of the causes of imperialism cannot get beyond Band D.

Examiners will look for examples as historical evidence but within the reasonable limits that can be expected at AS level. well focused and clearly explained explanations can be awarded Band A; some possible areas of discussion will be missed in Band B answers.

#### 4 Trade Unions and Labour 1867 - 1906

- (a) How much support did Trades Unions enjoy during the period 1867 - 1906? [30]

Focus: Demonstrate knowledge and understanding of support for Trades Unions.

Whereas answers worth Bands D or E will be limited to relevant surveys of developments within trade unionism, the answers in Bands B and C will concentrate on support. The limits of this support will be assessed in Band A answers. Answers can deal with support for Trades Union and labour reforms during this period, the changes involved in New Unionism and the reaction to perceived persecution of the Unions. Answers in Bands A - B will be aware of changing circumstances whereas the lesser responses will prove some sequence but without much awareness of change.

- (b) Compare at least three reasons to explain why the emergence of the Labour party was delayed until 1906. [60]

Focus: Comparison of the relative importance of different factors.

'delayed until 1906' is a key phrase. The support of the trade unions for a separate party was inconsistent and unsure until the Taff Vale Judgement of 1901. Similarly, it was not until the first decade of the twentieth century that the appeal of the two main parties was questioned by the lower classes. The voice of Keir Hardie was largely ignored until these years in spite of his personal success in obtaining entry into the Commons. MacDonald's opportunity as Secretary of the Labour Representation Committee was to be able to capitalise on a changing mood and obtain a breakthrough in 1906. Answers should reflect the difficulties involved in forming the Labour party as well as the opportunities. In terms of evaluation it is important that the reasons are assessed for their significance in this question. Each might be examined in turn, but an analytical evaluation is important to achieve a mark in Band C.

## **Britain 1899 - 1964**

### **1 Liberals and Labour 1899 - 1918**

- (a) **Why was Ireland a continuing problem for British governments during the period 1909 - 1916?** [30]

Focus: Explanation of the Irish problem in a specified period.

Candidates can consider the attitudes in Ireland to Britain and the attitudes in Britain to Ireland. Relevant issues include the growing problem of nationalism, the continuing problem of land, attempts to deal with the Home Rule question and the Easter Rising. Answers worth Bands D - E will probably only deal with the former. These will also consider a limited number of problems. Band A answers will be quite evenly balanced in their explanation of relevant factors and Band B answers will also be well informed but less aware of the complexity of the situation. For Band C answers should provide an explanation of some factors and offer perspectives which embrace a range of forces but there will be less balance. Bands D - E answers will be more descriptive and will show some imbalance with Band E answers probably being convincing about one of the factors.

- (b) **Assess the success of the Liberals from 1906 to 1914 in dealing with their domestic problems (excluding Ireland).** [60]

Focus: Comparison of the relative success in dealing with a range of problems.

Candidates should note the exclusion of Ireland. Band A answers will provide a critique of the reforms and policies of the Liberal government, showing an awareness of limitations as well as success (except perhaps for the Suffragettes where only failure will be perceived). Although no substantial revision was made of the Poor Law, there were significant inroads into Late Victorian attitudes. Where Bands A - B answers will provide a direct comparison of success and failure, the other answers may well be sequential with only an implied assessment. Many Band C answers and most in Bands D - E may be highly descriptive in their approach. Fragmentary and vague responses will be awarded Band U.

## 2 Inter-War Domestic Problems 1918 – 39

(a) How do you explain Lloyd George's fall from power in 1922?

[30]

Focus: Demonstrate knowledge and understanding of the fall of a major historical leader.

The answers should be aware of the post-war problems faced by Lloyd George's government. Its composition can also be explained to assess his strength as Prime Minister. High credit should be given to answers which demonstrate an understanding and knowledge of the strains within the coalition. Band U answers will be vague about all of the aspects which discussed but Band E can be awarded for answers which have a sufficient grasp developments to deliver an acceptable narrative. Band C answers will be descriptive but will explaining some of the major the problems. Bands A - B answers will concentrate on explanation and will display a reasonable balance between the factors which are discussed.

(b) Compare the importance of at least three causes of the General Strike in 1926. [60]

Focus: Comparison of the relative importance of the causes of the General Strike.

The discriminating factor in the higher bands will be the attention which is given to a comparison and to the focus on the causes of the General Strike. Candidates may well discuss the economic and social problems which followed the First World War, the reasons for labour unrest and the reactions of employers and government. Band A answers will be well organised and clear in their assessment. These will attempt an obvious comparison, showing orders of priority in the three selected causes of the General Strike. Band C answers will probably contain unnecessary narrative of the General Strike but there will be a central core of argument and assessment. There will be some unevenness in the treatment of the selected factors. Bands D - E can be awarded for more basic but largely relevant descriptions.

### 3 Foreign Policy 1939 - 1963

- (a) **Identify and explain any two reasons why Britain adopted a policy of decolonisation during the period from 1945 to 1963.** [30]

Focus: Demonstrate knowledge and understanding of two reasons for British decolonisation.

Among issues which can be discussed are the changing attitudes to Empire after the Second World War, internal difficulties, the rise of nationalism and changing international pressures. A basically acceptable explanation of one factor with some awareness of the other can be awarded Band E. Band C answers will probably be very descriptive but will contain some attempt to explain. The assessment and explanation will be clear in Band A answers; the two reasons will be explained in a convincing and sustained manner.

- (b) **How far and for what reasons, during this period, did Britain's attitude to co-operation with other western European countries change?** [60]

Focus: Assessment of the extent and reasons for Britain's attitude to western European co-operation.

Band A answers will show an awareness of the changing situation and the modification of British policy. They will distinguish between 'How far?' and 'for what reasons?'. The sense of priorities will be apparent. Band B answers will be mostly good but will miss some possible lines of discussion; alternatively they may not make clear the distinction between the two elements in the question. Answers in both of these bands will consider the period from 1939 to 1945. Band C answers may provide sound descriptions; they will be largely relevant but the explanation will usually be implied rather than overt. There will probably be more general references to the period before 1945. A grasp of basic issues and some attempt to link them will delineate Band E answers. Answers in Bands D - E will almost certainly be limited to post-war policy in creditable knowledge and understanding but this will not be a determining factor in awarding these bands.

#### 4 Post-War Britain 1945 - 64

- (a) **Explain how the Labour governments attempted to carry out their domestic policies from 1945 to 1951.** [30]

Focus: Demonstrate knowledge and understanding of Labour domestic policy.

The most probable aspects to be discussed will include the introduction of a National Health Service, changes in national insurance, reforms in education and the nationalisation of major industries and forms of transport. However, examiners will not expect AS candidates to discuss all of these. Band A answers will combine clarity in explanation with the ability to be specific about the selected issues. They will be reasonably balanced. Band C can be awarded for a relevant awareness of the measures taken by the Labour governments. The approach will be more descriptive than explanatory. Band E can be awarded for an understanding of some limited policies. 'Explain how' does not directly involve an assessment of success but reference to the difficulties of the post-war period will be relevant in explaining the measures which were taken.

- (b) **Assess the success of the Conservative governments from 1951 to 1964 in implementing at least three of their domestic policies.** [60]

Focus: Comparison of the relative success in carrying out policy.

Band A answers will be aware of the extent of success and failure and this does give the opportunity to discuss the difficulties and opportunities of the Conservative governments. They will test the claim of Tory prosperity even if they ultimately agree. Band C answers will probably contain the largely descriptive accounts; there will be statements about success and failure but they will lack the critical sense of the most successful answers. Band E answers will be mostly relevant inasmuch as they will spend most time of the measures but the assessment of success will be limited. Bands D - E and many in Band C will adopt a descriptive approach, lacking the ability to link issues that will delineate especially Band A answers. However, Band C answers will contain clear comments of explanation.

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**Advanced Subsidiary GCE**

**HISTORY**

**EUROPEAN HISTORY 1046-1725**

**2585**

**Specimen Paper**

Additional materials:

Answer paper

**TIME** 1 hour

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided

If you use more than one sheet of paper, fasten the sheets together.

This paper contains questions on the following six Options:

- Europe 1046 – 1250
- Europe 1450 – 1530
- Europe 1498 – 1560
- Europe 1545 – 1610
- Europe 1598 – 1661
- Europe 1660 – 1725

Each Option has four two-part questions, one for each of its Study Topics.

Answer **one** question (both sub-parts).

**INFORMATION FOR CANDIDATES**

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

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

## Europe 1046-1250

### 1 The Reform of the Church 1046-1122

- (a) Identify and explain any **two** reasons for the origins of the Investiture Contest. [30]
- (b) Why did different patterns of monasticism develop in Europe during this period? [60]

[Total: 90 marks]

### 2 France and the Empire 1152-1250

- (a) Explain the problems which faced the French monarchy under Philip Augustus. [30]
- (b) To what extent did princely dynasties represent a threat to the monarchy in Germany during this period? [60]

[Total: 90 marks]

### 3 Crusading and the Crusader States 1095-1192

- (a) Examine the reasons why people joined the First and Second Crusades. [30]
- (b) Why did the Third Crusade fail to achieve its objectives? [60]

[Total: 90 marks]

### 4 Social, Economic and Intellectual Developments of the 12th Century

- (a) Explain the ideals of chivalry in the twelfth century. [30]
- (b) Why did Europe experience economic expansion during the twelfth century? [60]

[Total: 90 marks]

## Europe 1450 - 1530

### 1 The Italian Renaissance 1450-1530

- (a) How did the Renaissance artists in Italy show their admiration of the classical world? [30]
- (b) How justified is the claim that the influence of patrons and nobles was the **most** important factor in the development of the Italian Renaissance? [60]

[Total: 90 marks]

### 2 Spain 1469 - 1520

- (a) Identify and explain any **two** problems which faced Ferdinand and Isabella in the early years of their rule. [30]
- (b) How far was Spain a united and well-governed country by 1520? [60]

[Total: 90 marks]

### 3 The Ottoman Empire 1451 - 1529

- (a) Why was the capture of Constantinople in 1453 important for the Ottoman empire? [30]
- (b) Assess how far Suleiman 'the Magnificent' had achieved his aims by 1529. [60]

[Total: 90 marks]

### 4 Exploration and Discovery 1450-1530

- (a) Examine the importance of any two of Diaz, da Gama, Columbus and Cortes in the development of overseas empires. [30]
- (b) How similar were the reasons why Portugal and Spain engaged in overseas expansion in the later fifteenth and early sixteenth centuries? [60]

[Total: 90 marks]

## Europe 1498 -1560

### 1 The Holy Roman Empire 1517-59

- (a) How serious were the problems which faced Charles V as Holy Roman Emperor at the time of his election in 1519? [30]
- (b) How valid is the claim that the Holy Roman Empire during the reign of Charles V was a period of considerable social and economic change? [60]

[Total: 90 marks]

### 2 Spain 1504 - 56

- (a) How secure was Charles I as King of Spain during the period from 1516 to 1522? [30]
- (b) How far do you agree that Spain, during the reign of Charles I, suffered from a stagnant economy? [60]

[Total: 90 marks]

### 3 France 1498 – 1559

- (a) Examine the reasons for, and extent of, the development of Protestantism in France during the reign of Francis I. [30]
- (b) Compare the extent to which at least **three** factors demonstrate that Francis I was virtually an absolute king. [60]

[Total: 90 marks]

### 4 Warfare 1499 – 1560

- (a) The Habsburg-Valois Wars saw several changes in methods of military warfare. Identify and explain any **two** of these changes. [30]
- (b) Did Europe experience a 'military revolution' during this period? Explain your answer. [60]

[Total: 90 marks]

## Europe 1545-1610

### 1 The Counter Reformation 1545 - c.1600

- (a) Examine the condition of the Roman Catholic Church in continental Europe in the mid-sixteenth century. [30]
- (b) Assess the relative importance of the reasons which contributed to the success of the Counter Reformation by the end of the sixteenth century. [60]

[Total: 90 marks]

### 2 The Reign of Henry IV 1598 - 1610

- (a) Explain Henry IV's aims from 1598 to 1610 as King of France. [30]
- (b) How justified is the claim that Sully's success in dealing with economic problems was the **most** important reasons why Henry IV became a successful king? [60]

[Total: 90 marks]

### 3 The Dutch Revolt 1563 – 1609

- (a) Identify and explain any **two** reasons why Philip II's policies aroused opposition in the Spanish Netherlands. [30]
- (b) Assess the importance of William of Orange to the outcome of the Dutch revolt. [60]

[Total: 90 marks]

### 4 Spain as a Great Power 1556 - 98.

- (a) How strong and prosperous was Spain at the accession of Philip II? [30]
- (b) Did Philip II provide effective government for mainland Spain? Explain your answer. [60]

[Total: 90 marks]

## Europe 1598 - 1661

**1** Richelieu and Mazarin 1622 - 61

- (a) Identify and explain any **two** problems which faced Richelieu in his efforts to strengthen the power of the French crown. [30]
- (b) How justified is the claim that Mazarin was more successful in his foreign than in his domestic policies? [60]

[Total: 90 marks]

**2** The Problems of Spain 1598 - 1659

- (a) Assess the influence of Lerma and Olivares in Spanish government during this period. [30]
- (b) To what extent had Spain declined as a major power by the mid-seventeenth century? [60]

[Total: 90 marks]

**3** The Thirty Years' War 1618 - 48

- (a) Identify and explain any **two** reasons for the outbreak of the Thirty Years' War in 1618. [30]
- (b) Why was the intervention of Sweden and France so important to the outcome of the Thirty Years' War? [60]

[Total: 90 marks]

**4** Social Issues in the First Half of the Seventeenth Century

- (a) Explain the nature and extent of witch-hunts in seventeenth-century continental Europe. [30]
- (b) Compare the importance of at least **three** factors which contributed to the prosperity of the United Provinces in this period. [60]

[Total: 90 marks]

**Europe 1660 - 1725**

**1** Sweden and the Baltic 1660 - 1718

(a) How far did Charles XI reform Sweden? [30]

(b) How responsible were the wars of Charles XII in bringing about the decline of Sweden by 1718? [60]

[Total: 90 marks]

**2** France and Europe 1661 – 1715

(a) Explain the reasons why Versailles was seen as a centre of European culture during the reign of Louis XIV. [30]

(b) Compare the importance of at least **three** factors in causing war between Louis XIV and his enemies. [60]

[Total: 90 marks]

**3** The Development of Brandenburg-Prussia 1660 – 1713

(a) Identify and explain any **two** challenges to the authority of Frederick William, the Great Elector, in governing Brandenburg-Prussia. [30]

(b) How far had the political and economic condition of Brandenburg-Prussia changed by the time of the Great Elector's death? [60]

[Total: 90 marks]

**4** Social Issues in the Second Half of the Seventeenth Century

(a) Identify and explain any **two** factors which encouraged scientific change in Europe in the second half of the seventeenth century. [30]

(b) To what extent was the second half of the seventeenth century a period of religious toleration in continental Europe? [60]

[Total: 90 marks]

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**Oxford Cambridge and RSA Examinations**

**Advanced Subsidiary GCE**

**HISTORY**

**EUROPEAN HISTORY 1046-1725**

**2585**

**Mark Scheme**

**See also Appendix C: Generic Mark Bands: Units 2585 and 2586**



## QUESTION SPECIFIC MARK SCHEME

**UNIT 2585**  
**Europe 1046 - 1250**

### **1 The Reform of the Church 1046-1122**

- (a) Identify and explain any two reasons for the origins of the Investiture Contest. [30]**

Focus: Demonstrate knowledge and understanding of two causes of the Investiture Contest.

Candidates will probably select two from simony, the Dictatus Papae, investitures and the problems of Henry IV. Simony will probably be defined in the simplest sense of the purchase of office as an abuse. Those who relate it to lay interference should be given high credit. The Dictatus Papae is important as a revelation of the scale of Gregory VII's thinking at a very early stage. Candidates can show how investiture was an important issue and can explain that Henry IV was recovering from a weak position. Answers in Band A will show a sound level of success in developing key issues about the issues. Band B answers will be mostly sound with a high degree of relevance and analysis but the quality of the argument or supporting knowledge will not be as convincing. Band C answers will show clear and effective communication but a greater tendency to narrative or description. Band D answers will analyse some aspects of the perspectives and explain the most important key issues. Most of the answers will be well-focused. Band E will be awarded rather than Band U when the answers offers continuous comments on the relevant perspectives and the knowledge will be basically acceptable. The organisation will be adequate and will show some organisation.

- (b) Why did different patterns of monasticism develop in Europe during this period? [60]**

Focus: Explanation of a major religious development.

Reference can be made to such variations as Cluny, Citeaux and the Carthusians, with explanations of why alternatives to more traditional patterns of monasticism were sought. The necessary evaluation ('Why...?') will be handled very successfully by Band A answers. They will show a high level of understanding and will concentrate on explanation. Band B answers will be mostly successful in explaining the key issue of varied factors but Band C answers will be more narrative in their approach although this Band will require some analysis. The historical knowledge will be mostly satisfactory. Band E answers will be less satisfactory than those in Band D in their arguments and historical knowledge but they will still be basically relevant. Although uneven, the arguments will be valid. Answers in Bands D - E will be less successful in linking explanation to narrative. Very poor knowledge and understanding, perhaps vague responses will be awarded Band U.

## 2 France and the Empire 1152-1250

- (a) Explain the problems which faced the French monarchy under Philip Augustus. [30]

Focus: Demonstrate knowledge and understanding of problems facing the French monarchy.

It will very relevant to explain the limits of power of Philip Augustus, the powers of the English monarchy, the lords of the Capetian demesne and the 'Princes' of France. The Anglo-Norman realm was a menace and candidates can explain how it threatened to overwhelm France in the Vexin. Answers can explain who the lords of the demesne were and who the Princes of France, showing how they related to the monarchy. Lower band answers will be relevant but less precise about developments in the specified period than the answers worth Bands A - B. Band E can be awarded when one problem is explained satisfactorily. Less satisfactory answers are likely to be descriptive but Band C is attainable where commentaries to explain why issues were problems. Band A answers will be characterised by an awareness of the range of difficulties which faced Philip Augustus.

- (b) To what extent did princely dynasties represent a threat to the monarchy in Germany during this period? [60]

Focus: Assessment of a problem for German rulers in a specified period.

Candidates can discuss the extent and limits of the power of the German crown, conflicts for example involving Henry the Lion and the particular role of princely dynasties. Band A answers will contain convincing evaluations and assessments; the quality of argument and supporting knowledge will be more worthwhile than the Band B answers although these will still be sound. Both of these Bands will contain answers which are analytical or explanatory. Band C answers will be more descriptive or narrative but some explanation will be required. From Band C downwards the explanation will be more indirect. Band D answers will describe some of the factors convincingly. The analysis will be more implicit. Answers will deserve Band U rather than Band E because they will be too vague and often irrelevant. Knowledge and understanding will be too slight.

### 3 Crusading and the Crusader States 1095-1192

- (a) **Examine the reasons why people joined the First and Second Crusades.** [30]

Focus: Demonstrate knowledge and understanding of reasons for crusading activity.

Candidates can select from a variety of motives but they may choose from the Pilgrim Movement, the power of the Papacy, the ambitions of the upper classes and the desire to help Byzantium. The Second Crusade had the additional impetus of trying to rectify the failure of the First. Candidates need to be clear about what the Pilgrim Movement was, if this is discussed, and why it was important to motivation. They need to explain rather than assert papal power and connect it to the popularity of crusading. Noble ambition can be supported with examples whilst the sincerity of aid to Byzantium can be explained. The best answers, worth Bands A-B, should explain the issues cogently and concisely. Description with some comment can merit Band C whilst Band E can be awarded to answers which are convincing about one issue. Most answers, certainly those worth up to Band C, will be more confident about the first than the Second Crusade but some imbalance can be allowed even in Band A answers, as long as some valid points are made.

- (b) **Why did the Third Crusade fail to achieve its objectives?** [60]

Focus: Assessment of the failure of the Third Crusade.

Answers can examine issues such as leadership, military methods and strategy, the strength of the respective sides and resources. Band A answers will evaluate and analyse the salient issues successfully. In Band B answers, the quality of knowledge and understanding will be mostly good and the approach will be analytical or explanatory. Band D answers will be mostly descriptive and will show less direct analysis than Band C answers. These might well focus only on the personal animosities between crusading leaders. Band E answers will show a basically acceptable level of knowledge and understanding. Whilst the organisation will be valid, it will be uneven. Very inaccurate answers or a series of mere assertions, perhaps mostly irrelevant, will be awarded Band U. A characteristic of the lower Bands will probably be their concentration on the personalities of the leaders although their effectiveness will be a major factor even in the best answers.

#### 4 Social, Economic and Intellectual Developments of the 12th Century

- (a) Explain the ideals of chivalry in the twelfth century. [30]

Focus: Demonstrate knowledge and understanding of an important medieval phenomenon.

Answers in Bands A - B will attempt a clear definition of chivalry. The question does not ask how far it was translated into practical experience ('the ideals of chivalry'). Candidates can explain the medieval circumstances which gave rise to the ideals; they included feudalism, military aspects, social attitudes and religious beliefs. Bands D or E can be awarded to answers which show an acceptable level of knowledge and understanding but the range of understanding of the movement will be limited.

- (b) Why did Europe experience economic expansion during the twelfth century? [60]

Focus: Assessment of the reasons for economic expansion.

The answers in Band A will evaluate aspects of economic expansion convincingly and very relevantly. Although not as strong, Band B answers will be mostly successful in evaluating the key aspects and will show a very effective level of understanding. There will be more of a tendency towards description or narrative in Band C answers but this will be accompanied by some explanation. From Band C downwards, the comparison will be weaker. The explanation will be more implicit in Band D answers. Band E answers will evaluate some of the key issues convincingly and will be adequate on their levels of understanding and knowledge. Vague assertions with very inaccurate and partial knowledge or highly irrelevant discussions will be awarded Band U. Answers can consider issues such as the effects of agricultural change, urban development and rising population which gave an impetus to economic growth.

## Europe 1450 - 1530

### 1 The Italian Renaissance 1450-1530

- (a) **How did the Renaissance artists in Italy show their admiration of the classical world?** [30]

Focus: Demonstrate knowledge and understanding of a particular aspect of the Italian Renaissance.

Candidates should consider the respect for the classical world, which was encouraged by Italy's history and by a revived respect for classical values and models, in thought as well as in the practical arts. Examples of classical values and models should be rewarded. Answers in Bands A - B should certainly contain some examples of Renaissance artists.

Answers in Band A will show a sound level of success in developing key issues about the issues. Band B answers will be mostly sound with a high degree of relevance and analysis but the quality of the argument or supporting knowledge will not be as convincing. Band C answers will show clear and effective communication but a greater tendency to narrative or description. Band D answers will describe some aspects of the Renaissance, linking them loosely to the classical world but there will be limited reference to specific developments. Band E will be awarded rather than Band U when the answers offers continuous comments on the relevant issues and the knowledge will be basically acceptable.

- (b) **How justified is the claim that the influence of patrons and nobles was the most important factor in the development of the Italian Renaissance?** [60]

Focus: Comparison of the relative importance of different factors in the Italian Renaissance.

The question requires candidates to discuss the influence of patrons and nobles but 'most important' allows for a consideration of other factors, such as economic conditions. The necessary comparison and evaluation in this part will be handled very successfully by Band A answers. They will show a high level of understanding and will concentrate on explanation. Band B answers will be mostly successful in explaining the key issue of the selected factors but Band C answers will incline more narrative in their approach although this Band will require some analysis. The historical knowledge will be mostly satisfactory. Band E answers will be less satisfactory than those in Band D in their arguments and historical knowledge but they will still be basically relevant. Although uneven, the arguments will be valid. It is likely that answers worth Bands D - E and some in Band C will be very sequential in discussing the factors. Bands D or E can certainly be awarded to answers which have an adequate understanding of the Renaissance but which are less convincing about the specified factors. Very poor knowledge and understanding, perhaps vague responses will be awarded Band U.

## 2 Spain 1469 - 1520

- (a) **Identify and explain any two problems which faced Ferdinand and Isabella in the early years of their rule.** [30]

Focus: Demonstrate knowledge and understanding of two problems facing Ferdinand and Isabella in the early days of their rule.

Candidates can choose two problems facing Ferdinand and Isabella but the question mentions the early days of their rule and this will be a guide in assessment. The question does not require discussion of how these problems were addressed nor the success of Ferdinand and Isabella in dealing with them. They faced a powerful nobility, the strength of the Spanish provinces, the threat from Islam and a weak economy. Band E can be awarded when one problem is explained satisfactorily. Less satisfactory answers are likely to be descriptive but Band C is attainable where commentaries are included. Band A answers will concentrate on explanation of why the issues posed problems. Whilst Band A answers will be well-balanced some, but not excessive, imbalance can still result in Band B.

- (b) **How far was Spain a united and well-governed country by 1520?** [60]

Focus: Assessment of the condition of Spain in the early years of Charles I's rule.

This question, unlike (a) allows candidates to discuss the situation at the end of the reigns of Ferdinand and Isabella as well as in the beginning of Charles I's rule. answers in Bands A - B will concentrate on the terms 'united and well-governed'. They will be aware of the extent of regional differences and of the immediate impact of Charles I. Religious unity can be pointed out.

Band A answers will contain convincing evaluations with a clear conclusion; the quality of argument and supporting knowledge will be more worthwhile than the Band B answers although these will still be sound. Band A answers are more likely to be aware of limitations than answers in Band B. Both of these Bands will contain answers which are analytical or explanatory. Band C answers will be more descriptive or narrative, for example of the arrangements for government under Charles I and the ensuing rebellions, but some assessment will be required. From Band C downwards the assessment will be more indirect. Band D answers will evaluate the most important aspects of the selected factors convincingly. The analysis will be more implicit. Answers will deserve Band U rather than Band E because they will be too vague and often irrelevant. Knowledge and understanding will be too slight.

### 3 The Ottoman Empire 1451 - 1529

- (a) Why was the capture of Constantinople in 1453 important for the Ottoman empire? [30]

Focus: Demonstrate knowledge and understanding of a major historical development.

The capture of Constantinople in 1453 confirmed Ottoman military power and gave it a new centre of influence. The culmination of centuries of struggle, it also spurred the Empire to further expansion. Most candidates will probably concentrate on military aspects but high credit should be given to the wider significance of Constantinople, for example in economic and political terms. The best answers, worth Bands A- B, should explain the reasons why the capture were significant, with varying degrees of breadth in the discussion, whereas the lower bands will tend increasingly to narrate or describe. Description with some comment can merit Band C whilst Band E can be awarded to answers which are convincing about one issue. General assertions about the Ottomans which insufficient understanding and knowledge of either of the issues discussed will result in Band U.

- (b) Assess how far Suleiman ‘the Magnificent’ had achieved his aims by 1529. [60]

Focus: Assessment of the success of Suleiman the Magnificent.

Candidates should note the end point: 1529, which reflects the siege of Vienna. They may consider the power which Suleiman enjoyed as sultan, Islam as a religious and cultural force, an effective army and weak resistance from the west. In explaining the former, answers should go beyond Suleiman’s personality and ability, although these were obviously important in the context of the power which he enjoyed. Band A answers will explain Suleiman’s aims clearly and will his success very convincingly and relevantly. They will integrate discussion of the selected issues successfully. In Band B answers, the quality of knowledge and understanding will be mostly good and the approach will be analytical or explanatory. His aims will also be examined. Answers in both of these bands will show an awareness of limitations as well as success although this critical sense will be more apparent in Band A responses. The answers are likely to concentrate on external or expansionist policies. High credit should be given to those which are aware of his internal rule. The attempt to provide some assessment will be evident. In Bands A-B and, to some extent in Band C, there will be awareness of domestic issues as well as of foreign expansion when at least three aspects are compared. This may be lacking in the lower bands. Band D answers will be mostly descriptive and will show less direct analysis than Band C answers. Band E answers will show a basically acceptable level of knowledge and understanding. Whilst the organisation will be valid, it will be uneven. Very inaccurate answers or a series of mere assertions will be awarded Band U.

#### 4 Exploration and Discovery 1450-1530

- (a) **Examine the importance of any two of Diaz, da Gama, Columbus and Cortes in the development of overseas empires.** [30]

Focus: Demonstrate knowledge and understanding of features and significance of two men contributing to overseas discoveries.

Answers in Band A will be equally balanced in the weight given to their explanations and assessments of the two selected men. Band B answers will show very sound understanding and knowledge to support their assessments but there will be some assessments. Answers can provide a competent description of one for Band E. This Band can also be awarded for basic understanding and knowledge, delivered through narrative, of two. Band D will be appropriate for fuller narrative description. Band C answers will combine some comment or assessment with satisfactory knowledge. The question can be answered in two parts but examiners will look for some links between the two selected people for Band A, perhaps in a developed conclusion.

- (b) **How similar were the reasons why Portugal and Spain engaged in overseas expansion in the later fifteenth and early sixteenth centuries?** [60]

Focus: Comparison of the reasons for overseas expansion by Portugal and Spain.

The answers in Band A will assess and compare their selected aspects convincingly and very relevantly. They will be aware of similarities and differences. Although not as strong, Band B answers will be mostly successful in evaluating the key aspects and will show a very effective level of understanding. There will be more of a tendency towards description or narrative in Band C answers but this will be accompanied by some explanation. From Band C downwards, the comparison will be weaker. The explanation will be more implicit in Band D answers. Band E answers will evaluate some of the key issues convincingly and will be adequate on their levels of understanding and knowledge.

Vague assertions with very inaccurate and partial knowledge or highly irrelevant discussions will be awarded Band U. Candidates can select examine issues such as the search for riches, religious motives, royal patronage, the particular role of the Spanish conquistadors, and the comparison between the population of Asia and the condition of the native Americans.



## Europe 1498 – 1560

### 1 The Holy Roman Empire 1517-59

- (a) **How serious were the problems which faced Charles V as Holy Roman Emperor at the time of his election in 1519?** [30]

Focus: Demonstrate knowledge and understanding of features and significance of problems facing Charles V at a specific point.

The question mentions Charles V's problems as Holy Roman Empire at the time of his election. His other regions will be relevant when mentioned briefly but should not be a central part of the discussion. He faced politically ambitious princes, Lutheranism, war against the French and an expanding Ottoman Empire. Charles faced continuous problems from each of these elements and candidates can be expected to write as full explanations as would be appropriate at AS Level. High credit should be given for a combination of relevance, analysis and a concise approach. Answers in Band A will show a sound level of success in developing key issues about the issues. Band B answers will be mostly sound with a high degree of relevance and analysis but the quality of the argument or supporting knowledge will not be as convincing. Band C answers will show clear and effective communication but a greater tendency to narrative or description. Band D answers will analyse some aspects of the perspectives and explain the most important key issues. Most of the answers will be well-focused. Band E will be awarded rather than Band U when the answers offers continuous comments on the relevant perspectives and the knowledge will be basically acceptable. The organisation will be adequate and will show some organisation.

- (b) **How valid is the claim that the Holy Roman Empire during the reign of Charles V was a period of considerable social and economic change?** [60]

Focus: Comparison of the social and economic condition of the Holy Roman Empire during the reign of Charles V.

Candidates should concentrate on change: was it considerable? Answers can explain and evaluate the impact of the effects of population growth, price inflation, changes in trade and industry and the effects of social unrest such as peasant revolts. The specified factors exclude direct political and religious issues although connections can be made. Band A answers will show a range of understanding and an appreciation of the impact on change. Band B answers will appreciate a number of changes but will be narrower in scope. Band C answers will be more descriptive in their approach although this Band will require some assessment. The historical knowledge will be mostly satisfactory. Band E answers will be less satisfactory than those in Band D in their arguments and historical knowledge but they will still be basically relevant. Although uneven, the arguments will be valid. Very poor knowledge and understanding, perhaps vague responses will be awarded Band U.

## 2 Spain 1504 - 56

- (a) **How secure was Charles I as King of Spain during the period from 1516 to 1522?** [30]

Focus: Demonstrate knowledge and understanding of features and significance to Charles I's accession and early rule in Spain.

Candidates should note the specified period in Spain. Long surveys of the reign of Charles I will contain irrelevant material. There were problems because of financial weakness, social differences, regional differences within Spain and Charles I's foreign background. In 1516, Charles's accession to the throne was far from untroubled and the question offers different elements that can be explained. By 1522, he had faced rebellion but had largely retrieved the situation. His personal position was not threatened inasmuch as he had no strong rivals. Band A answers will concentrate on explanation of why the issues posed problems. These answers will concentrate on assessment; they will consider a wider range of factors than answers in Band B. Less satisfactory answers are likely to be descriptive but Band C is attainable where commentaries are included. Band E can be awarded when at least one aspect is explained satisfactorily.

- (b) **How far do you agree that Spain, during the reign of Charles I, suffered from a stagnant economy?** [60]

Focus: Assessment of a judgement of the condition of Spain.

This question provides a focus on the Spanish economy. The crown remained short of money a problem which was not helped by the prevalence of provincialism. The domestic economy remained backward whilst bullion imports were used to pay debts. Industry failed to develop significantly. Candidates will vary in their priorities when explaining problems but they should define the issues and explain why they justify their arguments. Band A - B can be awarded for answers which cover most of Charles I's reign and which discuss the nature of the continuing difficulties with the economy. Band A answers will contain convincing evaluations; the quality of argument and supporting knowledge will be more worthwhile than the Band B answers although these will still be sound. Both of these Bands will contain answers which are analytical or explanatory. Band C answers will be more descriptive or narrative but some explanation will be required. From Band C downwards the approach will be more descriptive. Band D answers will explain the most important aspects of the selected economic issues convincingly. Answers will deserve Band U rather than Band E because they will be too vague and often irrelevant. Knowledge and understanding will be too slight.

### 3 France 1498 – 1559

- (a) **Examine the reasons for, and extent of, the development of Protestantism in France during the reign of Francis I.** [30]

Focus: Demonstrate knowledge and understanding of features and significance of religious developments in the reign of Francis I.

Candidates who fail to address the issue of ‘the extent of’ Protestantism in France will normally be unable to rise above Band C. This will involve an examination of the groups to which the new faith appealed. Bands A - C should refer to the development of Lutheranism and can explain how French humanism might have prepared the ground. The relative tolerance of Francis I, at least to 1534, allowed new beliefs to grow and there were sympathisers at court. The ensuing persecution tended to reinforce rather than diminish support. The best answers, worth Bands A- B, should examine the reasons for the development of Protestantism clearly. Description with some comment can merit Band C whilst Band E can be awarded to answers which are convincing about some limited but pertinent aspects of Protestantism in France.

- (b) **Compare the extent to which at least three factors demonstrate that Francis I was virtually an absolute king.** [60]

Focus: Comparison of the different aspects of French absolutism.

The key issue is ‘virtually an absolute king’. In discussing royal authority, it will be relevant to explain Francis I’s relations with the nobility, administration of the French provinces, financial administration and religious affairs. The answers may refer to examples, contemporary views or historians’ judgements (but historiography is not a required Assessment Objective in this Module). Band A answers will evaluate and compare the key issues in the selected factors very convincingly and relevantly. In Band B answers, the quality of knowledge and understanding will be mostly good and the approach will be analytical or explanatory. Band D answers will be mostly descriptive and will show less direct analysis than Band C answers. Band E answers will show a basically acceptable level of knowledge and understanding. Whilst the organisation will be valid, it will be uneven. Very inaccurate answers or a series of mere assertions, perhaps mostly irrelevant, will be awarded Band U. A characteristic of the lower Bands will be their comparative lack of success in providing a comparison.

#### 4 Warfare 1499 – 1560

- (a) **The Habsburg-Valois Wars saw several changes in methods of military warfare. Identify and explain any two of these changes.** [30]

Focus: Demonstrate knowledge and understanding of features and significance of two factors shaping warfare.

Candidates may choose from a variety of developments such as the infantry, the role of mercenaries, siege warfare and the size of armies. The extent of imbalance will be reflected in the lower Bands. The most successful answers in Band A will set any changes in the context of the period; they will concentrate on explanation and will be well balanced between the two selected aspects. Band B answers will be mostly sound but will miss some possible lines of discussion. Some explanation will be needed to take answers from Bands D - E to Band C. Answers in Bands D - E may be heavily unbalanced. An adequate explanation of one military change will be required for Band E.

- (b) **Did Europe experience a 'military revolution' during this period? Explain your answer.** [60]

Focus: Examination of an overall judgement about military developments.

Answers will be rewarded for setting out their criteria for what constituted a 'military revolution: a key issue. There may be varied responses with some emphasising the limited developments during this period, using their knowledge of the Habsburg-Valois War to illustrate their views. This will be a valid approach. The answers in Band A will evaluate and compare their selected aspects convincingly and very relevantly. Although not as strong, Band B answers will be mostly successful in evaluating the key aspects and will show a very effective level of understanding. There will be more of a tendency towards description or narrative in Band C answers but this will be accompanied by some explanation. From Band C downwards, the comparison will be weaker. The explanation will be more implicit in Band D answers. Band E answers will evaluate some of the key issues convincingly and will be adequate on their levels of understanding and knowledge. Vague assertions with very inaccurate and partial knowledge or highly irrelevant discussions will be awarded Band U.

## Europe 1545-1610

### 1 The Counter Reformation 1545 - c.1600

- (a) **Examine the condition of the Roman Catholic Church in continental Europe in the mid-sixteenth century.** [30]

Focus: Demonstrate knowledge and understanding of the condition of the Roman Catholic Church in a particular period.

Some background can be allowed from the early years of the century but answers should concentrate on the mid-century situation when reform had begun. Candidates can discuss the continuing internal problems of the Church and make brief reference to external rivals. They can assess the significance of the Council of Trent, the popes, Jesuits and Inquisition as contributions to the revival of the Roman Catholic Church. How clear were the signs of revival in the specified period? Answers in Band A will show a high level of success in developing key issues about the perspective and in providing an effective explanation at AS level. They will provide assessments of problems and the degree of revival. Band B answers will be mostly sound with a high degree of relevance and analysis but the quality of the argument or supporting knowledge will not be as convincing. Band C answers will show clear and effective communication but a greater tendency to narrative or description. Band D answers will analyse some aspects of the perspectives and explain the most important key issues. Most of the answers will be well-focused. Band E will be awarded rather than Band U when the answers offers continuous comments on the relevant perspectives and the knowledge will be basically acceptable. The organisation will be adequate and will show some organisation.

- (b) **Assess the relative importance of the reasons which contributed to the success of the Counter Reformation by the end of the sixteenth century.** [60]

Focus: Comparison of the relative importance of different factors.

The specified date is different in this part; candidates should consider the later years of the sixteenth century. 'relative importance' involves comparison. In addition to the factors mentioned in (a), answers can also evaluate the importance of rulers. The question mentions 'Counter Reformation'. This involves internal reform but goes further because it raises the issue of the struggle against Protestantism. By the end of the century, Lutheranism had been contained but not defeated. The Calvinists had achieved much success in spite of the efforts of Catholics to contain it. However, the Church retained much of its influence and even regained some land, for example in Germany and Poland. The necessary comparison and evaluation in this part will be handled very successfully by Band A answers. They will show a high level of understanding and will concentrate on explanation. Band B answers will be mostly successful in explaining the key issue of the selected factors but Band C answers will be more narrative in their approach although this Band will require some analysis. The historical knowledge will be mostly satisfactory. Band E answers will be less satisfactory than those in Band D in their arguments and historical knowledge but they will still be basically relevant. Although uneven, the arguments will be valid. Very poor knowledge and understanding, perhaps vague responses will be awarded Band U. The comparative element will become progressively less effective in the lower Bands; the D - E Bands may contain only implicit comparisons and the quality will usually be absent in Band U.

### 2 The Reign of Henry IV 1598 - 1610

**(a) Explain Henry IV's aims from 1598 to 1610 as King of France.**

**[30]**

Focus: Demonstrate knowledge and understanding of features of Henry IV's aims.

The question asks candidates to explain Henry IV's aims from 1598 to 1610. Candidates can refer to the context of the civil wars but the topic begins in 1598 and specific knowledge will not be required. However, the wars did shape his aims, particularly the search for peace and order. Thus the effects of the civil wars can be examined but the narrative of the conflict will not be appropriate and will probably be irrelevant. Answers may identify and explain his aims in relation to monarchy, the nobility, the parlements, religion and the economy. France depended very much on a strong and personal monarchy. The nobility had made peace with the King but still possessed many powers, e.g. as provincial governors; they could not be ignored or suppressed. The parlements' powers can be explained; although entitled only to register laws, they tried to use this as a lever to discuss and even approve policy. Their members came from important social groups. Even from the Edict of Nantes, which should be explained, the religious issue was still alive. France was a Catholic country with a substantial Huguenot minority. The French economy had suffered because of the civil wars and local traditions (different taxes etc.). Answers in Bands A - B will concentrate on aims, supported by appropriate references whereas answers in Bands D - E will probably incline much more to narrative or description of developments. Band A answers will show a wider range of understanding than band B answers, which will miss some possible lines of discussion.

**(b) How justified is the claim that Sully's success in dealing with economic problems was the most important reasons why Henry IV became a successful king?**

**[60]**

Focus: Comparison of the relative importance of different factors relevant to Henry IV's success.

The key issue here is the reasons for Henry IV's success. The question mentions the contribution of Sully; therefore, answers must show at least a basic knowledge of his policies to qualify for Band E. However, they may well argue that other factors were more important, such as Henry IV's pragmatic but determined outlook. Band A answers will contain convincing evaluations with a clear comparison; the quality of argument and supporting knowledge will be more worthwhile than the Band B answers although these will still be sound. Both of these Bands will contain answers which are analytical or explanatory. Band A answers, and some in Band B, will probably consider the limits of Henry IV's success. Band C answers will be more descriptive or narrative but some explanation will be required. From Band C downwards the comparison will be more indirect. Band D answers will describe the most important aspects of the selected factors convincingly. The assessment will be more implicit. Answers will deserve Band U rather than Band E because they will be too vague and often irrelevant. Knowledge and understanding will be too slight.

### 3. The Dutch Revolt 1563 – 1609

- (a) Identify and explain any two reasons why Philip II's policies aroused opposition in the Spanish Netherlands. [30]

Focus: Demonstrate knowledge and understanding of features and significance of two factors shaping the course of events.

Candidates are asked to discuss two causes of the revolt and, although issues changed and developed, the emphasis should be on Philip II's policies. For example, the impact of the attempt to centralise administration proved to be unpopular in a region with a history of self-government. Religious reorganisation and the firm imposition of orthodoxy caused opposition. The methods of the regents were unpopular. Philip II's policies were seen to present economic threats. High credit should be given when the answers understand that the unrest of the 1560s was not in itself a demand for independence, which emerged later. Provincialism in a number of respects was the prevailing feeling. Answers in Band A will be balanced in their treatment of the two selected aspects; Band B answers will be sound but with some imbalance. Band C answers will contain a number of valid comments but with a tendency to description. The descriptive element, with general references to the King's policies, can merit Bands D or E.

- (b) Assess the importance of William of Orange to the outcome of the Dutch revolt. [60]

Focus: Assessment of the role of William of Orange.

Candidates can explain why William of Orange came to lead the Revolt, his aims and political and military qualities, assessing how far he had achieved his aims by 1584. Band A answers will confirm his importance but should also have some appreciation of the limits of his success. He failed to unite the provinces, unable to prevent break between north and south. 'Assess' allows for comparison with other factors. Answer in Bands A - B will provide an appropriate comparison whereas answers in Bands D - E will write relevant but general descriptions. Answers in these Bands, especially in Band E, may give little specific attention to 'the outcome'. However, little credit can be given to long accounts of the causes of the Dutch revolt; this is not the thrust of the question. Among other issues which can be examined alongside William of Orange are the changing importance of Calvinism, its value as an impetus in the revolt but also its effect as a divisive force when the southern provinces reverted to Spain's control. Spain's economic problems do not need a long description; examiners will look for an awareness of the effect on the Revolt. Geography was important in several ways. The distance from Spain made communications difficult between Philip II and his governors. The internal geography favoured the rebels and the waterways proved important.

### 4 Spain as a Great Power 1556 - 98.

- (a) How strong and prosperous was Spain at the accession of Philip II? [30]

Focus: Demonstrate knowledge and understanding of the condition of Spain in a particular period.

The focus should be on the beginning of the reign of Philip II. The question mentions two issues 'strong' and 'prosperous'. The former will be interpreted largely in terms of external influence. In spite of its problems, Spain was a major international force. His accession coincided with the successful outcome of the struggle with the Valois. He ruled over an extremely large empire in Europe and the wider world. In the economy, there were problems such as debt, a backward economy, strength of regionalism and difficulties in handling government.

Debt was caused particularly by foreign war and an inability to raise sufficient taxes internally. The agricultural economy of Spain remained backward in comparison with other major states; candidates can refer to factors such as the importance of the Mesta and there was little investment. Regionalism meant that Castile carried the major burden and it was difficult even for a strong monarch to impose his will on the various provinces, particularly Aragon. Charles I had been a faithful king but had failed to make significant improvements in administration. Examiners will look for a balance between the two aspects of strength and prosperity in the most successful answers, worth Band A or Band B. The extent of imbalance will be reflected in the lower Bands, which may be characterised by relevant but general descriptions of the Spanish economy. Band E can be awarded for a basic knowledge and understanding of one aspect, with Band D being appropriate for fuller descriptions.

- (b) Did Philip II provide effective government for mainland Spain? Explain your answer. [60]**

Focus: An assessment of Philip II.

The question specifies mainland Spain and no credit can be given for foreign affairs. However, the impact of foreign developments on internal matters can be examined. For example, the Dutch revolt was a drain on the economy but accounts of the revolt will not be appropriate. Answers can explain Philip II's style of government, the significance of faction, his success in dealing with regionalism, religious affairs and the economy. The answers in Band A will evaluate and compare their selected aspects convincingly and very relevantly. Although not as strong, Band B answers will be mostly successful in evaluating the key aspects and will show a very effective level of understanding. There will be more of a tendency towards description or narrative in Band C answers but this will be accompanied by some explanation. From Band C downwards, the comparison will be weaker. The explanation will be more implicit in Band D answers. Band E answers will evaluate some of the key issues convincingly and will be adequate on their levels of understanding and knowledge. Vague assertions with very inaccurate and partial knowledge or highly irrelevant discussions will be awarded Band U.

## **Europe 1598 - 1661**

### **1 Richelieu and Mazarin 1622 - 61**

- (a) Identify and explain any two problems which faced Richelieu in his efforts to strengthen the power of the French crown. [30]**

Focus: Demonstrate knowledge and understanding of features and significance of two problems for Richelieu.

The question asks candidates to identify and explain problems facing Richelieu. His aims can be discussed but the question does not require an examination of his methods. He saw a need to extend the power of the King within France, control the Huguenots, deal with noble factions and improve the economy. Candidates should select two and the most successful answers (Bands A and B) will be evenly balanced. A greater imbalance will lead to correspondingly lower Bands. Candidates can explain the problems of a minority monarchy and the influence of Louis XIII, showing why Richelieu supported an absolute government. Even after the Edict of Nantes, the Huguenots were not settled and reference can be made to their rising in the 1620s with rebellion at La Rochelle which was thought particularly dangerous because of Richelieu's foreign involvement at the time.

Noble factions were dangerous personally to Richelieu, e.g. the Chalais Conspiracy (1626) and the Day of Dupes (1630) but he saw them as endangering the overall effectiveness of government. In spite of Sully, the economy was still weak especially with internal barriers and foreign trade that was being overtaken by the Dutch. Examiners will award Band A when the answers develop the key issues about the particular perspectives and provide convincing and relevant arguments. In Band B,



the answers will focus on most of the relevant perspectives and will be able to explain convincingly most of the key issues. The approach will be analytical rather than descriptive or narrative. Band C answers will be mostly sound in their understanding and explanation but the balance will be more towards description. Band D answers will contain some irrelevance but the broad thrust will concentrate on the question. The organisation will be uneven but a series of valid points will be made. Band E can be awarded for answers which reveal a basic if uneven argument and sufficiently accurate knowledge. Band U can be awarded for few comments on the perspectives, fragmentary or highly irrelevant discussions.

- (b) How justified is the claim that Mazarin was more successful in his foreign than in his domestic policies? [60]**

Focus: Comparison of the relative success of Mazarin in handling policies.

This question requires candidates to explain Mazarin's policies, assessing their success. The answers can be expected to agree that Mazarin achieved more abroad than at home. However, credit should be given when candidates point out that diplomatic success was based on the foundations which had been laid by Richelieu. Although the Fronde was clear evidence of internal problems, order had been restored by the death of Mazarin and Louis XIV was to take over a strong and unchallenged throne. Candidates can be awarded Band A when they argue convincingly and relevantly, combining sound knowledge and a high level of understanding. Answers in this Band will focus on comparison but the lower Bands will reflect increasing weakness in this area with Band E answers providing only an implicit comparison in largely sequential discussions. Band U answers will lack even an implicit comparison. Band B answers will be mostly successful and will show higher qualities of analysis than answers in Band C. These will be relevant and will demonstrate mostly satisfactory knowledge but the response will be more descriptive or narrative. Although there will be gaps, the Band D answers will evaluate the most important key issues; the analysis will be more implicit. Band E answers will evaluate some key issues satisfactorily and they will be mostly relevant. Band U answers will be unable to evaluate the key issues satisfactorily. The standard of the understanding and knowledge will be poor. The answers may be very disorganised.

## **2 The Problems of Spain 1598 - 1659**

- (a) Assess the influence of Lerma and Olivares in Spanish government during this period. [30]**

Focus: Demonstrate knowledge and understanding of features and significance of two Spanish ministers.

Candidates can be expected to be more confident about Olivares than about Lerma and success in dealing with the latter may be a discriminating factor for the higher bands. High credit should be given to discussions which can consider some sympathetic points about Lerma, for example his role in securing peace abroad. 'Assess the influence of...' involves an examination of the outcomes of their policies. However, candidates should avoid vague descriptions of Spain's decline. Traditions proved stronger than the efforts of successive ministers to limit separatism.

Olivares's will to reform and his diagnosis of the situation were different from that of Lerma. Band A answers will develop key aspects about the ministers and will show a high level of recall and the ability to apply the knowledge relevantly justifying the selection. The approach will be analytical rather than descriptive and the answers will be well organised. Band B answers will develop most key aspects and will largely demonstrate a high level of understanding about the perspectives. The key issues will be explained convincingly. Band C answers will contain more description but there will be some analysis in the approach to the perspectives and explanation. Band D answers will miss some points but will focus on the question for most of the time. The responses will be uneven but will pursue a valid argument. Answers will be awarded Band E rather than Band U because, in spite of a very descriptive approach, the responses will be mostly relevant and will make basically valid points. They will be more than fragmentary accounts.

- (b) **To what extent had Spain declined as a major power by the mid-seventeenth century?** [60]

Focus: Assessment of Spain's international position.

Although reference to internal matters will be relevant, these should be put into the context of Spain as a major power, which is essentially about its international standing. Candidates will agree that there was decline but credit should be given when answers are aware of the limitations of this claim. The extent of Spain's problems can be exaggerated although it was apparent. In Band A answers, the selected aspects will be evaluated and compared convincingly and very relevantly with a series of reasons given for the selection. Band B answers will be mostly successful in evaluating the selected aspect and will show a very effective level of understanding. The comparison will be clear in the Band but answers in lower Bands will take a more indirect approach to this aspect. For example, Band E answers may well be very sequential, with implied comparisons, whilst any comparative effect will be absent from Band U answers. In Bands A and B, the approach will be analytical rather than descriptive. The Band B answers will be well organised but will lack the fluency of Band A answers. Band C will see some tendency to description but this will be accompanied by some clear explanation of issues. Band D answers will be largely descriptive but will contain some implicit explanation and the quality of supporting knowledge will be satisfactory. Answers will deserve Band U rather than Band E when they are too vague and lack a basically acceptable argument and knowledge. There may be excessive irrelevance or a few fragmentary claims.

### 3 The Thirty Years' War 1618 - 48

- (a) **Identify and explain any two reasons for the outbreak of the Thirty Years' War in 1618.** [30]

Focus: Demonstrate knowledge and understanding of features and significance of two factors shaping the course of events.

The question concentrates on the outbreak of the Thirty Years' War, for example the policies of the Habsburgs, Protestant rebellion, the ambitions of the German princes and mercenaries. The specified period is to 1618 and candidates should not go far beyond this end point. Reference might be made to earlier developments to show how tensions had developed by 1618 but this should be brief and linked to the question. One sign of a good answer is its ability to focus on salient issues. The Habsburgs, especially Ferdinand II the Holy Roman Emperor from 1619, sought to regain power which had been lost and they saw themselves as the champions of the Counter Reformation.

The Protestants rebelled for a number of reasons outside the narrowly religious; they were also associated with nationalism or regional traditions as they resisted the centralisation of their opponents. German princes were divided; some supported the Emperor whilst others sought to defend or expand their influence. The ambitions and failure of Frederick of the Palatinate proved a major turning point. When dealing with the mercenaries, candidates can concentrate on Wallenstein as an example. They played an important part not only in providing armies to the rival parties but directly affected (sometimes dictating) the course of the wars by their ambitions. Band A and band B answers will identify the selected reasons clearly and explain them both individually and in the context of the other issues in the war. The lower of these bands will be appropriate when there is some imbalance. Band C answers will include deliberate and relevant comments but with a tendency to description. This description or narrative will be more evident in answers worth Bands D - E. Band E will require an adequate explanation of one reason.

- (b) Why was the intervention of Sweden and France so important to the outcome of the Thirty Years' War? [60]**

Focus: Assessment of the importance of a factor in the Thirty Years' War.

The question asks 'Why..?' and answers in the higher bands will concentrate on explanations, providing a series of reasons. The answers in Bands D - E will probably be characterised by relevant but more general narratives. In 1629, the Habsburgs seemed strong, with the Edict of Restitution and their enemies in disarray. Sweden and France were largely responsible for the later failure of the Habsburgs. They represented strong military power and France also became the paymaster of the Emperor's enemies. Band A answers will focus effectively on an explanation and evaluation of the chosen aspects. The assessment will be direct and effective. They will combine a high level of understanding and the ability to apply sound, if selective, knowledge. Band B answers will explain and evaluate most of the key issues and will also concentrate on analysis rather than descriptive narrative. There will be more narrative in Band C answers and Band D answers will be mostly successful in their levels of understanding. The organisation will be uneven but the answers will pursue an argument. Answers will be awarded Band U rather than Band E when they are too irrelevant, providing inadequate arguments and very thin, perhaps very inaccurate, knowledge.

#### **4 Social Issues in the First Half of the Seventeenth Century**

- (a) Explain the nature and extent of witch-hunts in seventeenth-century continental Europe. [30]**

Focus: Demonstrate knowledge and understanding of features and significance of witch-hunts.

Vague assertions will not lead to Band E. To qualify for this Band, candidates will have to demonstrate a basic knowledge of witch-hunts although they will probably lack an understanding of their extent. Band D can be awarded for adequate descriptions of nature and extent although the answers will probably not distinguish clearly between the two aspects of the question. The more successful answers will relate witch-hunts to social and religious conditions. For example, they were more prevalent in the comparatively backward and remote areas of Europe, where the influence of the Church and of more advanced social, political and economic systems was slow to penetrate.

- (b) Compare the importance of at least three factors which contributed to the prosperity of the United Provinces in this period. [60]**

Focus: Comparison of the relative importance of different factors.

The question asks for three reasons for the prosperity of the United Provinces in the first half of the seventeenth century. The most probable factors will be the importance of merchants, the role of Amsterdam, the trade with the East Indies and comparatively tolerant religious policies. The merchants played a particularly important part in government, society and economy. Holland was the most important state, dominating the Estates General; its leading citizens played significant political, economic and social roles. The key was Amsterdam with its considerable wealth and contribution to national resources. There were institutions such as the bank of Amsterdam. Overseas trade, especially in the East Indies, saw the Dutch playing a leading role in the European economy. Most candidates will accept uncritically the claim that the United Provinces were tolerant

but credit should be given when reference is made to the struggle between the Remonstrants and the Counter Remonstrants, typified by the death of Oldenbarnevelt. Band A answers will analyse convincingly the importance of the selected factors and will realise how far their case can be pushed. The discussion will develop a sound comparison.

The emphasis in this Band and in Band B will be on comparison rather than description. Band C answers will show a greater tendency towards description but it will be accompanied by explanatory comments. In Band D answers, the analysis will be slight and the quality of knowledge will be satisfactory rather than good. Answers will deserve Band E rather than Band U when they maintain a discussion which is mostly relevant and in which some of the key issues are discussed convincingly. In the lower Bands, the comparative element will become weaker; for example, it will be only implied in Band E.

## **Europe 1660 - 1725**

### **1 Sweden and the Baltic 1660 - 1718**

- (a) How far did Charles XI reform Sweden? [30]**

Focus: Assessment of Charles XI.

The question asks candidates 'How far...?'. This requires candidates to explain and assess issues. Candidates can discuss the situation which he faced: there were territorial gains from the Thirty Years' War but the costs were evident in a weakening economy. Governmental problems were also apparent. He attempted to retrieve the situation and credit will be given when answers are aware of a range of policies. In spite of the reforms of Charles XI, the government was not easy to run with the nobility still enjoying considerable powers. The answers in the lower Bands (D - E) will probably provide some narrative with implied explanation. Band E can be awarded for a satisfactory understanding of one. Band C and above will require some overt explanation. Although Band B answers may be somewhat unbalanced they will reflect a basically sound understanding and knowledge of the most salient factors. Band A will be appropriate for balanced and considered assessments.

- (b) How responsible were the wars of Charles XII in bringing about the decline of Sweden by 1718? [60]**

Focus: Comparison of the relative importance of different factors.

War is specified but should be put into the context of other factors which caused Sweden to decline. Credit can be awarded when Charles XII's intentions are referred to; he believed that he was serving Sweden's best interests. The comparative element is important in delineating the highest Bands. Candidates can be awarded Band A when they argue convincingly and relevantly, combining sound knowledge and a high level of understanding. Answers in this band will focus on comparison but the lower bands will reflect increasing weakness in this area with Band E answers providing only an implicit comparison in largely sequential discussions. Band B answers will be mostly successful and will show higher qualities of analysis than answers in Band C. These will be relevant and will demonstrate mostly satisfactory knowledge but the response will be more descriptive or narrative. Answers in Bands D - E will probably be comprised mostly of narrative. Although there will be gaps, the Band D answers will evaluate the most important key issues; the analysis will be more implicit. Band E answers will evaluate some key issues satisfactorily and they will be mostly relevant. Band U answers will be unable to evaluate any of the key issues satisfactorily.

## 2 France and Europe 1661 – 1715

- (a) Explain the reasons why Versailles was seen as a centre of European culture during the reign of Louis XIV. [30]

Focus: Explanation of an important cultural centre.

Versailles was created by Louis XIV as a political or governmental base but the cultural aspects were an important reflection of this, showing grandeur. There is much evidence of its effect on European, those who visited it and those who heard by repute. Models appeared elsewhere, for example in minor German states and in the United Provinces. French arts were admired and the fashion for gardens and decoration such as fountains spread. Answers in Bands A - B will concentrate on cultural aspects and will support the argument with examples. Band C can be awarded for relevant discussions with deliberate comments. Bands D - E will be suitable for answers which demonstrate an acceptable level of knowledge about Versailles but which are weaker on its European reputation.

- (b) Compare the importance of at least three factors in causing war between Louis XIV and his enemies. [60]

Focus: Comparison of the relative importance of different factors.

Among the issues which involved France in war were Louis XIV's view that war increased his prestige as an absolute monarch, his dislike of the United Provinces, his wish to obtain secure frontiers for France and French ambitions to secure the throne of Spain after the death of Charles II. Answers worth Bands A - B will concentrate on explanation and comparison of the three selected factors whereas the lesser answers may provide narrative with occasional comment. Band C will usually be the turning point between narrative and deliberate explanation. Whilst most candidates may be critical of Louis' attitude to war, credit should be given when answers understand the seventeenth-century view and the link with absolutism. His dislike of the United Provinces - republican and Protestant - was a continuing feature of policy, certainly from 1672. The frontier issue may give rise to a discussion of the extent to which his policy can be seen as defensive rather than aggressive. Although the Spanish succession issue became crucial after the death of Charles II, (1700), his continuing ill-health and lack of a recognised heir was to shape French policy from the 1660s. Band A answers will focus effectively on an explanation and evaluation of the chosen aspects. The comparison will be direct and effective. They will combine a high level of understanding and the ability to apply sound, if selective, knowledge. Band B answers will explain and evaluate most of the key issues and will also concentrate on analysis rather than descriptive narrative. There will be more narrative in Band C answers and Band D answers will be mostly successful in their levels of understanding. The organisation will be uneven but the answers will pursue an argument. Answers will be awarded Band U rather than Band E when they are too irrelevant, providing inadequate arguments and very thin, perhaps very inaccurate, knowledge.

### 3 The Development of Brandenburg-Prussia 1660 – 1713

- (a) **Identify and explain any two challenges to the authority of Frederick William, the Great Elector, in governing Brandenburg-Prussia.** [30]

Focus: Explanation of the problems of Frederick William, the Great Elector.

The question is about the problems in government of the Great Elector, for example extending his control over the different provinces of Brandenburg-Prussia, improving relations with the nobility, improving the economy and strengthening Brandenburg-Prussia against its neighbours. The question does not require an assessment of his success. Band A answers will be clear in their explanations, supporting valid points with examples. Band B answers will miss some possible lines of discussion. Band C will require some direct explanation with the description that will be apparent.

Band E will be appropriate for answers which show an understanding of one factor. Largely irrelevant or fragmentary answers will be awarded Band U.

- (b) **How far had the political and economic condition of Brandenburg-Prussia changed by the time of the Great Elector's death?** [60]

Focus: Assessment of change in Brandenburg-Prussia.

The key issue in this question is change, which involves the success of the Great Elector. The necessary comparison and evaluation in this part will be handled very successfully by Band A answers. They will show a high level of understanding and will concentrate on explanation. Answers in this Band will appreciate the limits as well as the extent of change. There will be good coverage of both political and economic conditions. Band B answers will be mostly successful in explaining the key issue of the two factors but Band C answers will be more descriptive in their approach although this Band will require some assessment. The historical knowledge will be mostly satisfactory. Band E answers will be less satisfactory than those in Band D in their arguments and historical knowledge but they will still be basically relevant. Although uneven, the arguments will be valid. Very poor knowledge and understanding, perhaps vague responses will be awarded Band U.

#### 4 Social Issues in the Second Half of the Seventeenth Century

- (a) **Identify and explain any two factors which encouraged scientific change in Europe in the second half of the seventeenth century.** [30]

Focus: Explanation of two reasons for scientific change.

There were a number of reasons for scientific change in this period, including the decline in the authority of the Roman Catholic Church, new scientific methods, the influence of individual scientists and the encouragement of agricultural and industrial innovations. Mere assertions will be given little credit. Band U answers will be unconvincing in their treatment of both of the selected factors. Band E can be awarded for answers which show a basic understanding and some knowledge of one. In Bands D and E, the link with science will be apparent but will probably be indirect rather than overt. In the more successful answers, Band A should be awarded for well-balanced discussions which can link the two selected factors with scientific change. Band B answers will show some imbalance.

In spite of particular cases like the prosecution of Galileo, the Church was losing its role as the arbiter of belief, especially with the United Provinces acting as the protector of scientists and philosophers. New empirical scientific methods, depending on observation, measurement and reason became more important. Agricultural and industrial improvements were evident in some more advanced regions, for example of the Netherlands and northern Italy.

- (b) **To what extent was the second half of the seventeenth century a period of religious toleration in continental Europe?** [60]

Focus: Assessment of the extent of religious toleration.

Band A answers should attempt some overall judgement. These answers will evaluate and compare the key issues in the selected factors very convincingly and relevantly. In Band B answers, the quality of knowledge and understanding will be mostly good and the approach will be analytical or explanatory. Band D answers will be mostly descriptive and will show less direct analysis than Band C answers. Band E answers will show a basically acceptable level of knowledge and understanding. Whilst the organisation will be valid, it will be uneven. Very inaccurate answers or a series of mere assertions, perhaps mostly irrelevant, will be awarded Band U. The question refers to continental Europe; candidates are not required to show knowledge and understanding of the situation in England although brief comparisons can be given credit. One would expect candidates to deal with France, when the state's intolerance increased with the Revocation of the Edict of Nantes (1685), and the United Provinces, which remained a centre of tolerance. In discussing France, credit should be given when the answers go beyond the Huguenots, for example the assertion of gallicanism within the French Catholic church and state. Candidates might also discuss Spain although this is less likely. 'To what extent' invites candidates to explain the limits of toleration.

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Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

**HISTORY**

EUROPEAN AND WORLD HISTORY 1789-1989

**2586**

**Specimen Paper**

Additional materials:

Answer paper

**TIME** 1 hour

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided

If you use more than one sheet of paper, fasten the sheets together.

This paper contains questions on the following five Options:

- Europe 1789 – 1849
- Europe 1825 – 1890
- America 1846 – 1919
- Europe 1890 – 1945
- Europe and the World 1919 – 1989

Each Option has four two-part questions, one for each Study Topic.

Answer **one** question (**both sub-parts**).

**INFORMATION FOR CANDIDATES**

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

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

## Europe 1789 – 1849

### 1 The French Revolution 1789 – 95

- (a) Assess the aims of the revolutionaries in France in 1789. [30]
- (b) Assess the relative importance of economic distress, the outbreak of war and religious divisions as reasons for instability in France from 1789 to 1795. [60]

[Total: 90 marks]

### 2 Napoleon and Europe 1799 – 1815

- (a) Why had Napoleon gained power in France by 1804? [30]
- (b) Compare the importance of at least **three** reasons for the military defeat of Napoleon by 1815. [60]

[Total: 90 marks]

### 3 France 1814 – 48

- (a) Identify and explain any **two** factors which helped to bring Louis Philippe to power in 1830. [30]
- (b) How far do you agree that the **most** important reason for the outbreak of revolution in France in 1848 was social and economic distress? [60]

[Total: 90 marks]

### 4 Revolution and Repression in Europe 1815 – 49

- (a) Explain the aims of the liberals in any **two** countries in continental Europe from 1815 to 1848. [30]
- (b) How serious was the threat of revolution to the Austrian Empire in 1848 - 1849? [60]

[Total: 90 marks]

## Europe 1825 - 1890

**1** Italy 1830 - 70

(a) Identify and explain the similarities and differences between the aims of Italian nationalists in the period 1830 - 1848. [30]

(b) How important was foreign intervention to the achievement of Italian unification? [60]

[Total: 90 marks]

**2** Germany 1862 - 90

(a) Explain the economic and political factors which contributed to Prussia's influence in Germany by 1860. [30]

(b) Assess the success of Bismarck's foreign policy from 1871. [60]

[Total: 90 marks]

**3** France 1848 - 75

(a) Identify and explain the reasons why Napoleon III was able to establish the Second Empire by 1852. [30]

(b) Compare the importance of at least **three** factors in the downfall of the Second Empire. [60]

[Total: 90 marks]

**4** Russia 1825 - 81

(a) Examine the condition of Russia at the accession of Alexander II. [30]

(b) Why did the reforms of Alexander II not make him a more popular tsar? [60]

[Total: 90 marks]

**America 1846 - 1919**

**1** The American Civil War 1861 - 65

(a) Examine the conflicting aims of North and South at the beginning of the American Civil War. [30]

(b) Compare the relative importance of political leadership, military skill and resources as reasons for the outcome of the American Civil War. [60]

[Total: 90 marks]

**2** Politics and Reform 1877 - 1919

- (a) Identify and explain any **two** reasons for the appeal of Populism. [30]
- (b) Who of Roosevelt, Taft and Wilson was the most successful President in handling the domestic affairs of the USA? Explain your answer. [60]

[Total: 90 marks]

**3** Western Expansion 1846 - 1900

- (a) Why did the idea of ‘the Frontier’ have such a powerful appeal in the USA during this period? [30]
- (b) How severe were the problems which faced Americans who wished to move west during this period? [60]

[Total: 90 marks]

**4** Race Relations in the South 1863 - 1912

- (a) Explain the aims of Reconstruction. [30]
- (b) Compare the importance of at least three reasons why Reconstruction did not produce a permanent improvement in the lives of Southern Blacks. [60]

[Total: 90 marks]

**Europe 1890 - 1945**

**1** Russia 1894 – 1917

- (a) Explain the extent to which Nicholas II’s government introduced political and social reforms in Russia in the period 1906 - 1914. [30]
- (b) How important a reason for the outbreak of revolution in 1917 was Russia’s involvement in the First World War? [60]

[Total: 90 marks]

**2** The Causes and Impact of the First World War c.1890-1920

- (a) Identify and explain any **two** consequences of the First World War for the civilian population of either Britain or Germany during the period 1914 - 18. [30]
- (b) Why was the stalemate in the First World War broken in 1918? [60]

[Total: 90 marks]

**3** Italy 1919 - 45

- (a) Identify and explain the reasons why Mussolini came to power in Italy. [30]
- (b) Assess Mussolini's success by 1939 in making Italy a stable and prosperous country. [60]

[Total: 90 marks]

**4** Germany 1919 – 45

- (a) How serious were the economic problems of the Weimar Republic? [30]
- (b) Why were the Nazis largely popular in Germany in the period 1933 - 1939 in spite of the use of terror? [60]

[Total: 90 marks]

**Europe and the World 1919 – 1989**

**1** International Relations 1919 - 39

- (a) Explain the aims of the peace-makers after the First World War. [30]
- (b) Compare the responsibility of Britain, France and Germany for the outbreak of the Second World War in 1939. [60]

[Total: 90 marks]

**2** The USSR 1924 - 53.

- (a) Examine the effects of the Second World War by 1945 on the USSR. [30]
- (b) To what extent did Stalin bring about change in the USSR in the 1930s? [60]

[Total: 90 marks]

**3** The Cold War In Europe 1945 - 89

- (a) Explain why the alliance against Nazi Germany collapsed so soon after the end of the Second World War. [30]
- (b) By what means, and how successfully, did the USSR maintain control over other eastern European states during the period 1945 - 1989? [60]

[Total: 90 marks]

**4** The Cold War in Asia and the Americas 1949 – 75

- (a) How dangerous to international peace was the Cuban Missile Crisis? [30]
- (b) Compare the importance of at least **three** factors which contributed to the failure of the USA to win the Vietnam War. [60]

[Total: 90 marks]

**Oxford Cambridge and RSA Examinations**

**Advanced Subsidiary GCE**

**HISTORY**

**EUROPEAN AND WORLD HISTORY 1789 - 1989**

**2586**

**Mark Scheme**

**See also Appendix C: Generic Mark Bands: Units 2585 and 2586**

## QUESTION SPECIFIC MARK SCHEME

### UNIT 2586 Europe 1789 - 1849

#### 1 The French Revolution 1789 – 95

- (a) Assess the aims of the revolutionaries in France in 1789. [30]

Focus: Demonstrate knowledge and understanding of the aims of the French revolutionaries in 1789.  
The date in the question is important because answers should not take the argument beyond 1789. However, the background to the events and demands of 1789 will be relevant. Answers in Bands D - E will be relevant but general; they will not distinguish between the aims of different revolutionary groups and may exaggerate the hostility to the crown. Answers in Band A will be clear and orderly. The knowledge in Band B answers will be sound but the argument will miss some possible lines of discussion. The more successful answers will appreciate the wish to reform but will understand that in 1789 Louis XVI was seen as the (only?) agent of change. However, the situation deteriorated rapidly during that year. Political, social and economic grievances can be discussed. Answers in Band C will contain valid comments but will show a narrower scope.

- (b) Assess the relative importance of economic distress, the outbreak of war and religious divisions as reasons for instability in France from 1789 to 1795. [60]

Focus: Comparison of the relative importance of different factors in a very significant historical development.

The question will test candidates' ability to explain the developments from the outbreak of the Revolution to the fall of the Jacobins. Answers in the lower bands may be chronologically incomplete; the marks will depend on the arguments which are presented but answers which do not deal with the Jacobin period should normally be liable to a ceiling of Band C. Band E answers will demonstrate only a fragmented basic knowledge of particular elements of the selected factors. The ability to relate their knowledge to the course of the French Revolution will be limited. For example, they might show a good knowledge of economic fluctuations between 1789 and 1795 but be unable to link this effectively to the course of events; or, they might be able to make basic/general links e.g., indicate that the price of bread was high in July 1789 and this helped cause unrest; or, their treatment of the question may be confined to 1789 even if accurate and quite full. Band C answers will demonstrate an awareness of the development in a particular factor during the early 1790s and begin to relate this development more effectively to the course of events, but this may not be consistent. For example, in 1789 religion (except in relation to tax privileges and voting by order) was not a major issue, but became one with the Civil Constitution of the Clergy and its associated oath; they may make a connection from this to the outbreak of Counter-Revolution in 1793 but miss links to events like the Flight to Varennes and hence to the first major calls for a republic. Band A answers will not only demonstrate a good knowledge of the factors but also connect them effectively to changing political events.



## 2 Napoleon and Europe 1799 – 1815

### (a) Why had Napoleon gained power in France by 1804? [30]

Focus: Demonstrate knowledge and understanding of the reasons for the establishment of Napoleon's rule.

The question focuses on the establishment of Napoleon's power and later developments will not be relevant. Band E answers will demonstrate only some basic knowledge of some aspects of the reasons which are suggested. Some of the information deployed may be inaccurate in tone or substance. Band C answers can be expected not simply to deploy some accurate knowledge and understanding of the aspects covered, but also to address the issue of the question. The level of knowledge/understanding and ability to explain may be restricted to more obvious comments. Band A responses will be distinguished by their command of the relevant material and the ability to make cogent and apposite links to Napoleon's acquisition of power. For example, candidates will recognise the significance of the Concordat in providing a measure of reconciliation in France and also a means of social control for Napoleon. These answers will focus on those features which most closely relate to the issue of security in power. Bands A and B will require an appreciation of purely domestic issues and of the impact of Napoleon's external achievements but narratives of campaigns will not be required.

### (b) Compare the importance of at least three reasons for the military defeat of Napoleon by 1815. [60]

Focus: Comparison of the relative importance of different factors in Napoleon's defeat.

In addressing the issue of Napoleon's defeat by 1815, Band E answers may well simply address one area fully with others relegated to generalised comment. Band C answers will seek to compare the relative merits of two or more of the selected explanations but the level of reasoning and quality of substantiation may be limited or variable. However, a comparison of some validity will have been made and a judgement drawn. Band A answers will seek to show how the selected issues inter-relate and compare; there will be an argued conclusion in answer to the question. Candidates may examine a variety of issues such as the growing weakness of the army caused by successive campaigns and growing lack of success especially in the Iberian Peninsula and Russia, Napoleon's evident less effective leadership qualities and the stronger alliances against him.

### 3 France 1814 – 48

- (a) **Identify and explain any two factors which helped to bring Louis Philippe to power in 1830.** [30]

Focus: Demonstrate knowledge and understanding of features and significance of two factors shaping the course of events.

Answers should focus on the accession of Louis Philippe. Band E answers may simply produce some factual information on the two areas chosen and will not clearly address the question of their contribution to Louis Philippe's accession. Band C answers will deploy accurate knowledge and will address the question of contribution and relate factual information to the establishment of the July monarchy. This may only be done in a relatively unsophisticated way. Band A answers will focus on the key features of the chosen factors and make clear and reasoned connections to Louis Philippe's accession to power. The topic area begins in 1814 and it is reasonable to expect an understanding and knowledge of the restored Bourbons. Charles X had become discredited by 1830.

However, answers in Band A and most in Band B will explain the failure of radical to seize power in the 1830 Revolution. Opposition to the Bourbons did not necessarily mean the triumph of republicanism and Louis Philippe was seen as a safe choice.

- (b) **How far do you agree that the most important reason for the outbreak of revolution in France in 1848 was social and economic distress?** [60]

Focus: Comparison of the relative importance of different factors.

Band A answers here will refer confidently to a number issues and show how they are linked and how together they contributed to Louis Philippe's overthrow. There will be a successful attempt to make a clear judgement as to their relative importance. However, they will explain clearly the nature, extent and impact of social and economic distress even if they claim that other reasons were more important. For example, candidates may seek to demonstrate how an inglorious foreign policy helped discredit the monarchy but did not of itself cause its overthrow; the foreign policy reflected the safe policy of a 'bourgeois' conservative monarchy which had lost touch with the people and the pressures for social and political change; the pressure for political reform as expressed in the desire for an extended franchise could have been contained if it had not been for the combination of intransigence and then weakness at the top alongside the unrest produced by a short term economic crisis. Band C answers will be distinguished by reasonable command of the factual material and some reasonable comparisons between the causes of the 1848 Revolution. A judgement which is quite well substantiated will be made. Band E answers may focus on one aspect and make generalised but relevant comments in relation to the question.

#### 4 Revolution and Repression in Europe 1815 – 49

- (a) Explain the aims of the liberals in any two countries in continental Europe from 1815 to 1848. [30]

Focus: Demonstrate knowledge and understanding of features and significance of two factors shaping the course of events.

Answers in Bands A and B will show a clear understanding of the term ‘liberal’. In Band A, answers will be well balanced in their treatment of the two selected countries. Band B will be more appropriate when there is some imbalance. Band C responses will identify some of the key features in two countries with examples and make some links to liberalism, but these will not be particularly sophisticated. Band D or Band E responses may show reasonable knowledge of liberalism in one country. The question focuses on aims but the references to particular countries means that specific developments must be referred to in order to illustrate aims. For example, authoritarianism in France must be explained in order to put the aims of French liberals into perspective.

- (b) How serious was the threat of revolution to the Austrian Empire in 1848 - 1849? [60]

Focus: Assessment of the threat of revolution in the Austrian Empire.

Some background is necessary to explain the nature and aims of the revolutionary forces but answers should concentrate largely on 1848 - 49. Band E answers may involve unsubstantiated assertions alongside mere relation of information only loosely linked to the question. Band C answers may not be broad but there will be evidence of sound knowledge and understanding and some ability to assess the 1848 danger in the revolutions. Band A answers will show how together the selected areas referred to contributed to the 1848 Revolutions. They will point to the linkages between them and make a reasoned judgement as to their relative importance. This will lay the foundation for a sound assessment of the degree of danger to the Empire. At the time, the danger seemed considerable but with hindsight it can be seen that the revolutions were suppressed and the Empire emerged largely intact.

## Europe 1825 -90

### 1 Italy 1830 - 70

- (a) **Identify and explain the similarities and differences between the aims of Italian nationalists in the period 1830 - 1848.** [30]

Focus: Demonstrate knowledge and understanding of features of Italian nationalists.

Candidates are invited to identify and explain both similarities and differences. The specified period of 1830 - 48 should be noted. During this period there were some, such as Mazzini, who called for the unification of a republican Italy. Others were federalist in their preferences. The Papacy was seen by some as a unifying factor. However, a common factor was the wish to end Austrian power in Italy. To gain a mark in Band A, candidates must deal fully with the demands of the question. The answers must be fluently written and coherently argued. Similarities and differences will be explored with specific examples being provided. The lower Bands will be characterised by an increasing imbalance in the treatment of the topic. Band E will be appropriate for relevant but general accounts with a basic knowledge of developments in the specified period.

- (b) **How important was foreign intervention to the achievement of Italian unification?** [60]

Focus: Comparison of the relative importance of different factors in Italian unification.

To gain a mark in Band A, candidates must deal fully with the demands of the question, considering the impact of foreign intervention. The answers must be fluently written and coherently argued. Candidates should provide adequate evidence in support of their arguments. However, examiners will be realistic in the detail which they expect. An answer which provides a comprehensive analysis of the linkage and interdependency of the factors and which evaluates their relative importance should be awarded a mark at the higher end of this Band. Foreign intervention will be considered alongside other factors. Band C answers will demonstrate secure knowledge but they may well concentrate on foreign intervention, especially by France. Bands D - E can be awarded to answers which trace accurate narratives of foreign intervention and unification.

### 2 Germany 1862 - 90

- (a) **Explain the economic and political factors which contributed to Prussia's influence in Germany by 1860.** [30]

Focus: Demonstrate knowledge and understanding of economic and political of two factors shaping the dominance of Prussia in Germany.

Among factors which contributed to the dominance of Prussia in Germany were economic developments (e.g. the Zollverein) and political developments such as the outcome of the 1848 Revolution, the role of Bismarck and the rise of German nationalism. Some may refer to the decline of Austria both economically and politically. Answers can be awarded Band A when they explain both economic and political issues clearly and give them due weight. Some imbalance in the argument but sound knowledge will delineate Band B answers. Bismarck's personal role alone will probably not take answers beyond Band E unless he is used as the focus to link the other elements. Band D can be awarded for fuller descriptions.

- (b) **Assess the success of Bismarck's foreign policy from 1871.** [60]

Focus: Assessment of Bismarck's success in foreign policy.

Candidates should note the specified date; accounts of German unification to 1871 will not be relevant apart from brief references to the way in which they influenced foreign after this date. For example, Bismarck was concerned to control the threat of a French revival whilst the comparatively lenient treatment of Austria meant that an alliance was still possible. Answers should assess success and varying conclusions are possible. He did maintain peace but the system of alliances which he established proved unstable. The attempt to remain on good terms with both Austria-Hungary and Russia was probably bound to fail ultimately. Candidates can consider his claim to have been the 'Honest broker'. He was probably forced to go further than he would have wished into a policy of imperialism.

### **3 France 1848 –75**

- (a) **Identify and explain the reasons why Napoleon III was able to establish the Second Empire by 1852.** [30]

Focus: Demonstrate knowledge and understanding of features and significance of factors shaping the course of events in France.

Candidates should note the reference to 'by 1852'. The question does not require an order of priorities but the better answers will present a structured argument. To gain a mark in Band A, candidates must deal fully with the demands of the question. The answers must be fluently written and coherently argued. The importance of the chosen factors must be explained. At the other extreme, Band U answers will be unable to explain either of the selected factors satisfactorily and will be limited to vague assertions with no linkage to the establishment of the Second Empire. France preferred the option which Louis Napoleon seemed to offer: a combination of populism and firm government. His opponents were weak and divided. Propaganda was used very effectively. At the time, his personal qualities and professed policies gained some support.

- (b) **Compare the importance of at least three factors in the downfall of the Second Empire.** [60]

Focus: Comparison of the relative importance of different factors in the fall of Napoleon III.

The key issue here is on the downfall of the Second Empire. Although defeat at Sedan is an obvious point which all candidates will select, the question will encourage candidates to assess its significance and set it against other issues. Why did military defeat prove fatal? They should explain and compare three problems for Napoleon III which, apart from Sedan, will probably include political opposition, economic failings, other foreign developments such as the Mexican fiasco and ill-health. To gain a mark in Band A, candidates must deal fully with the demands of the question. The answers must be fluently written and coherently argued. Candidates should provide adequate evidence in support of their chosen three or more factors whilst examiners will note the reasonable demands of a 2-part question at AS. An answer which provides a comprehensive analysis of the linkage and interdependency of the factors and which evaluates their relative importance should be awarded a mark at the higher end of this Band.

### **4 Russia 1825 – 81**

- (a) **Examine the condition of Russia at the accession of Alexander II.** [30]

Focus: Demonstrate knowledge and understanding of the condition of Russia at a significant point.

The focus must be on the beginning of the reign of Alexander II. Reference should be made to the situation which he inherited. Answers in Bands D - E may be limited to the condition of the peasantry with brief references to impending failure in the Crimean War. Answers in Band C will contain some convincing comments but will be too limited in scope for a high mark band. Answers in Bands A - B will explain why serfdom was perceived as a problem for the state. They will consider the impact of earlier unrest during the reign of Nicholas I. However, the tsarist regime remained strong although the economy was backward.

**(b) Why did the reforms of Alexander II not make him a more popular tsar? [60]**

Focus: Explanation of the popularity of Alexander II.

The reforms of Alexander II must be explained. A description of the emancipation of the serfs alone will probably deserve only Band E. The higher bands can be awarded as candidates discuss policies in local administration, justice, the economy and the military. Band A answers will consider these fully within the context of the Tsar's popularity. They will identify some of the opposition groups. These candidates will deal fully with the demands of the question. The answers must be fluently written and coherently argued. An answer which provides a comprehensive analysis of the linkage and interdependency of the factors and which evaluates their relative importance should be awarded a mark at the higher end of this Band. Band B answers will be sound but not as wide-ranging or effective in making the clear links between policies and lack of popularity. Band C answers will consider some varied policies but will be less effective in assessing their results.

## America 1846 - 1919

### 1 The American Civil War 1861 - 65

- (a) **Examine the conflicting aims of North and South at the beginning of the American Civil War.** [30]

Focus: Demonstrate knowledge and understanding of features and significance of factors shaping the course of events.

Answers in high bands will need a concentration on 'conflicting aims' if they are to explain the issue very successfully. The slavery question was central but answers from Band C upwards will range more widely. Some background will be appropriate to explain the aims of North and South, especially those involving federal and states' rights. Fear that slavery would be extended was an influential factor as was the principle of popular sovereignty. Bands D - E can be awarded for answers which have a sufficient grasp of the one aim involving slavery. Answers in these bands may discuss aims in terms of the causes of the war. This will be relevant but insufficiently well-directed for a high band. Band C answers will be descriptive, assuming rather than explaining the problems, but there will be some valid and effective comments. Bands A - B answers will concentrate on explanation and will display a reasonable balance between the aims which are discussed.

- (b) **Compare the relative importance of political leadership, military skill and resources as reasons for the outcome of the American Civil War.** [60]

Focus: Comparison of the relative importance of different factors in the outcome of the American Civil War.

To gain a mark in Band A, candidates must deal fully with the demands of the question with its emphasis on comparison. The answers must be fluently written and coherently argued. Candidates should provide adequate evidence bearing in mind the time available and the AS level of the examination. An answer which provides a comprehensive analysis of the relationship between the factors and which evaluates their relative importance should be awarded a mark at the higher end of this Band. They will differentiate clearly between political leadership, referring to North and South, military skills, with cogent examples, and resources. This comparative element will be evident in Band B but will be explained less convincingly. It will become less apparent in the lower Bands, which might comprise a sequence of explanations. Answers worth Bands D - E will probably be heavily narrative in approach, with passing references which are specific to the factors mentioned in the question. Answers in Band U will probably be fragmentary and often vague in their grasp and explanation of issues.

## 2 Politics and Reform 1877 - 1919

- (a) **Identify and explain any two reasons for the appeal of Populism.** [30]

Focus: Demonstrate knowledge and understanding of features and significance of two factors involved in an important development.

Candidates can explain issues such as the problems facing farmers, widespread fears about economic dominance of Big Business and political tensions in the South. These can be related to the perceived indifference of politicians in Washington and the lack of clear distinctions between the two major parties. Issues that were popular the West, such as the demand for inflationary growth, can be explained. Answers which appreciate Populism's varied appeal between regions should be well rewarded. Answers which are well balanced in the discussion of the two selected aspects and which give clear explanations can be given Band A. Band B answers will be sound but with some imbalance between the two reasons which are suggested. There will be more imbalance in Band C answers, either between the two selected aspects or between description and explanation. Band E answers will deal satisfactorily with one aspect.

- (b) **Who of Roosevelt, Taft and Wilson was the most successful President in handling the domestic affairs of the USA? Explain your answer.** [60]

Focus: Comparison of the relative success of three American Presidents.

To gain a mark in Band A, candidates must deal fully with the demands of the question, emphasising the comparative element ('most successful'). The answers must be fluently written and coherently argued. Candidates should provide adequate evidence about each President in support of their argument. (For Wilson, the topic ends in 1919). Answers in Band C will show some imbalance but will be sound in their assessment of two of the Presidents. Decreasing attention to comparison and increasing unevenness of treatment will mark the sequence of lower Bands. Band E can be awarded for a good understanding of one President, possibly Band D if done particularly well, and some slight but accurate reference to two others. All candidate should note the reference to domestic affairs in the question; international issues are not relevant unless used to show how they affected domestic developments and narrative will not be necessary.

## 3 Western Expansion 1846 - 1900

- (a) **Why did the idea of 'the Frontier' have such a powerful appeal in the USA during this period?** [30]

Focus: Demonstrate knowledge and understanding of an important concept in American history.

Candidates should explain what is meant by the 'Frontier'; the most successful answers will assess its impact and appeal explicitly. Whilst historiography is not a required part of the specification of this module, credit should be given to accurate references. An absence of historiographical material should not lead to a lower mark. Bands A - B answers will concentrate on explanation. Band C answers will be heavily descriptive, assuming rather than explaining the concept of the Frontier but it will be apparent if indirect. Band E can be awarded for answers which have a sufficient grasp of relevant developments. The appeal will be stated rather than explained.

- (b) **How severe were the problems which faced Americans who wished to move west during this period?** [60]



Focus: Assessment of the problems in an important American development.

Candidates should be careful to focus on the problems, explaining and then assessing their severity. Answers can consider issues such as the policies of government, land and other economic systems, native Americans, communications and resources. Narrative or, even less worthwhile, anecdotes will not deserve high credit. To gain a mark in Band A, candidates must deal fully with the demands of the question, focusing on comparison of different problems and relevant assessment. The answers must be fluently written and coherently argued. Candidates should provide adequate evidence in support of their arguments. An answer which provides a comprehensive analysis of the linkage and interdependency of the problems to westward expansion and which evaluates their relative importance should be awarded a mark at the higher end of Band A. Band C will explain and assess competently a limited range of problems. On the other hand, answers which provide only a sequence of general points will qualify for one of the lower Bands. These will lack any sort of priority and will be unable to make a comparison. If relevant, with basic understanding, these might be awarded either Band D or Band E.

#### **4 Race Relations in the South 1863 - 1912**

**(a) Explain the aims of Reconstruction.**

**[30]**

Focus: Demonstrate knowledge and understanding of an important feature of post-Civil War America.

Answers should concentrate on the aims rather than on the implementation of Reconstruction. The question allows for some background to explain the origins of the policy. However, candidates should resist the temptation to embark on long narratives or general descriptions of post-Civil War America. Answers which are well balanced in the discussion of the selected aspects and which give clear explanations can be given Band A. These answers will be aware of the different pressures behind the policy. Band B answers will be mostly sound but rather narrower in scope. There will be some imbalance in Band C answers, either between the aims which are discussed or between description and explanation. Band E answers will deal satisfactorily with the basic aims of Reconstruction. Largely irrelevant or fragmentary answers will be awarded Band U.

**(b) Compare the importance of at least three reasons why Reconstruction did not produce a permanent improvement in the lives of Southern Blacks.**

**[60]**

Focus: Comparison of the relative importance of different factors.

Reconstruction should be explained and, among the reasons which can be assessed and compared, are the limited political involvement of Blacks in Reconstruction, the poor quality of life which most continued to suffer through share-cropping and the inadequacies of Reconstruction governments themselves. Answers in the highest bands, certainly Band A and most in Band B, should contain some examination of 'permanent' which involved looking at the lack of an economic independence which enabled Redeemers to reduce political power, the lack of federal supervision of elections and the conservatism of the Supreme Court. To gain a mark in Band A, candidates must deal fully with the demands of the question with its emphasis on comparison. The answers must be fluently written and coherently argued. Candidates should provide adequate evidence bearing in mind the time available and the AS level of the examination. An answer which provides a comprehensive analysis of the relationship between the factors and which evaluates their relative importance should be awarded a mark at the higher end of this Band. This comparative element will be evident in Band B but will be explained less convincingly. It will become less apparent in the lower Bands, which might comprise a sequence of explanations. Answers in Band U will probably be fragmentary and often vague in their grasp and explanation of issues.

#### **Europe 1890 - 1945**

#### **1 Russia 1894 – 1917**

- (a) **Explain the extent to which Nicholas II's government introduced political and social reforms in Russia in the period 1906 - 1914.** [30]

Focus: Demonstrate knowledge and understanding of features of tsarist government under Nicholas II.

'The extent to which' invites candidates to examine both reforms and their limits. The specified period is important, beginning with the aftermath of the 1905 revolution and ending before the outbreak of the 1917 Revolution. Conclusions may vary. although most answers will conclude that the reforms were insignificant, credit should be given when candidates consider the possibility of political and social advances, albeit limited in comparison with other countries. The suppression of opposition groups continued and Nicholas II had little faith in the Duma but there were some significant reforms and, in a Russian context, the Duma represented some degree of change. To gain a mark in Band A, candidates must deal fully with the demands of the question. The answers must be fluently written and coherently argued. Both political and social aspects will be explained convincingly. Band B may be suitable for sound answers which do not differentiate as clearly between the two aspects of reform. Band C answers may well be unbalanced but will demonstrate an adequate understanding of one aspect and a good level of assessment of the other. Answers in Bands D - E will contain acceptable narratives or descriptions.

- (b) **How important a reason for the outbreak of revolution in 1917 was Russia's involvement in the First World War?** [60]

Focus: Comparison of the relative importance of different causes of the Russian Revolution.

This question deals with 1917 but allows for background developments when long-term factors can be considered. The question offers war as an explanation. The better answers will explain its impact, for example the consequences for a discredited tsarist regime, the removal of Nicholas II from domestic affairs, the collapse of army support. 'How important' allows for the discussion of other factors in an order of priority. To gain a mark in Band A, candidates must deal fully with the demands of the question, emphasising the comparative element. The answers must be fluently written and coherently argued. Candidates should provide adequate evidence in support of their argument. An answer which provides a comprehensive analysis of the linkage and interdependency of the factors and which evaluates their relative importance should be awarded a mark at the higher end of this Band. Decreasing range of discussion and increasing unevenness of treatment will mark the sequence of lower Bands. Answers in Bands D - E may concentrate only on the war; Band C answers will put the war into some sort of context.

## 2 The Causes and Impact of the First World War c.1890-1920

- (a) **Identify and explain any two consequences of the First World War for the civilian population of either Britain or Germany during the period 1914 - 18.**

[30]

Focus: Demonstrate knowledge and understanding of features and significance of two factors affecting society.

Candidates should note the specified period (1914 - 18); the focus is on the impact of the war on the civilian population of **either** Britain **or** Germany. The answers should deal only with one country; brief comparisons will be allowable but not more. Narratives of the war will not be relevant although reference can be to particular developments. The relevant factors include social changes, economic consequences, political consequences, and cultural changes. To gain a mark in Band A, candidates must deal fully with the demands of the question. The answers must be fluently written and coherently argued. The importance of both chosen factors must be explained.

Credit should be given when the explanation is accompanied by specific examples and a characteristic of the weakest answers in Band U is likely to be their vagueness.

- (b) **Why was the stalemate in the First World War broken in 1918?**

[60]

Focus: Explanation of the end of a major war.

The answers should concentrate on the end of the war. The 'stalemate' can be stated comparatively briefly and there is no need for long narratives from 1914. High credit should be given to informed discussions of 1918 alone. In Bands C - E, there may be too much emphasis on new military technology; the impact of tanks and aeroplanes was not decisive. To gain a mark in Band A, candidates must deal fully with the demands of the question. The answers must be fluently written and coherently argued. Candidates should provide adequate evidence in support of their claims. An answer which provides a comprehensive analysis of the linkage and interdependency of the factors which led to the German defeat and which evaluates their relative importance should be awarded a mark at the higher end of this Band. Another approach which might lead to this band is the deliberate analysis of the changing situation from the point of view of both set of antagonists. Why did Germany lose? Why did its enemies win? Band C answers will contain valid comments and some range but the focus will not be as clear as answers in Bands A - B. Most of the answers in Bands D - E will be characterised by narrative.

## 3 Italy 1919 - 45

- (a) **Identify and explain the reasons why Mussolini came to power in Italy.**

[30]

Focus: Demonstrate knowledge and understanding of the reasons for the rise of Mussolini.

Relevant factors include government weakness, economic failures, the impact of the post-First World War settlement and disillusionment amongst the population. There were also fear of communism. Such factors will be identified clearly for bands A - B, with the higher Band showing more range. The explanations will be convincing and Band A answers will show some clear of importance. Band C answers will contain convincing but more uneven comments; the range of explanation will be more restricted although the specified areas will be tackled successfully. The accurate narratives might deserve up to Band D but will not merit the higher marks. The least successful answers in Band U will be fragmentary in their understanding of the key issue.

- (b) **Assess Mussolini's success by 1939 in making Italy a stable and prosperous country.**

[60]

Focus: Assessment of Mussolini's success.

The key issues are 'stable and prosperous'. The first points to political and social aspects, the second to economic affairs. Mussolini suppressed opposition groups but not in such a brutal, even efficient, manner as in Germany and Russia. The Lateran treaties (1929) reconciled the papacy in Catholic Italy. Propaganda added to the impression of stability. Various economic measures can be examined but the answer in Bands A - B should be aware of the extent of failure as well as of success. Again propaganda was important in putting the regime in a good light. To gain a mark in Band A, candidates must deal fully with the demands of the question, showing confidence in dealing with stability and prosperity. The answers must be fluently written and coherently argued. Band C answers will contain convincing comments but will not be structured as well. Surveys, especially those which are uncritical, can be placed appropriately in Bands D - E.

#### **4 Germany 1919 – 45**

**(a) How serious were the economic problems of the Weimar Republic? [30]**

Focus: Demonstrate knowledge and understanding of an important aspect of Weimar Germany.

Answers may get up to Band C with explanations of the problems but answers in Bands A - B should be aware of the economic cycles. There was a period of recovery from the worst situation during the Stresemann period although economic conditions declined again after his death, especially because of the effects of the Wall Street Crash. Band C will need a firm understanding of the nature of the economic problems but will lack the complexity of the responses in the higher bands. Relevant but descriptive accounts with varying degrees of detail can merit Bands D - E. Links with the rise of Nazism should be made cautiously; they can be relevant but surveys of the rise of Hitler will not be relevant. Before the Wall Street Crash, the German economy had been affected adversely by the direct and indirect effects of the First World War. The resulting settlement deprived Germany of resources. Reparations were a heavy burden.

**(b) Why were the Nazis largely popular in Germany in the period 1933 - 1939 in spite of the use of terror? [60]**

Focus: Assessment of the Nazis' popularity.

Answers should be rewarded when they link the different elements of the question: largely popular involves a study of the extent and limits of Nazi support, terror should be used in the context of its public effects. Candidates can examine the different groups to which the Nazis appealed and related them to policies. Examiners will note that whilst the impact of foreign policy on Nazi popularity is relevant, candidates should refrain from long narratives. Valid points can be made succinctly. Some might debate how far terror was apparent to most Germans, with varying conclusions. For the most part, the victims of terror were those who were publicly unpopular and easy targets. For most Germans, especially with the skilful use of propaganda, the regime did not seem oppressive. To gain a mark in Band A, candidates must deal fully with the demands of the question. The answers must be fluently written and coherently argued. Candidates should provide adequate evidence in support of their arguments. An answer which provides a comprehensive analysis of the linkage and interdependency of the different elements which are examined and which evaluates their relative importance should be awarded a mark at the higher end of this Band. On the other hand, answers which provide only a sequence of general points will qualify for one of the lower Bands. These general points will be supported by some deliberate and valid comments in Band C answers. Relevant but general surveys will qualify for Bands D - E.

#### **Europe and the World 1919 – 1989**

## 1 International Relations 1919 - 39

- (a) Explain the aims of the peace-makers after the First World War. [30]

Focus: Demonstrate knowledge and understanding of the aims of a major international settlement.  
The argument should be underpinned by convincing references to the terms of the settlements. Marks up to band B can be awarded for discussions of Versailles only but Band A will require some allusions, even if slight, to other parts of the peace process. However the attitudes to Germany, reflected in the terms which were imposed, will form an important part of the discussion. Answers should concentrate on a comparatively narrow period; the effectiveness of the settlements will not be relevant. Answers in Bands A - B should be aware of the differences between the aims of the great powers.

It will be relevant in this context to discuss the establishment of the League of Nations. Satisfactory knowledge of Versailles can lead to Band D, then basic knowledge to Band E.

- (b) Compare the responsibility of Britain, France and Germany for the outbreak of the Second World War in 1939. [60]

Focus: Comparison of the relative responsibility of major countries for an international war.  
Answers in Band A will be clear about the respective roles of Britain, France and Germany; they will take a comparative approach. Band B answers will be mostly sound but there will be some insecurity in dealing with one of the specified countries. Band C can be awarded to answers which contain a clear but more limited argument. Bands D and E will probably see answers which plump for German responsibility, with some view of Britain but little about France. There will be a lot of narrative.

Whilst most answers will agree uncritically that it was Hitler's War, answers in Band A and some in Band B, will take a more sophisticated view and consider alternatives even if the prime responsibility is given to Germany. Historiography is not a requirement in this module but accurate references will be rewarded. On the other hand, an absence of such discussion should not affect the mark.

## 2 The USSR 1924 - 53.

- (a) Examine the effects of the Second World War by 1945 on the USSR. [30]

Focus: Demonstrate knowledge and understanding of the effects of a major war on one country.  
Candidates should note the specified end date: 1945. Most will focus on military aspects but answers in Bands A - B will relate these to political and economic issues. The USSR had to be put on a war footing as defeat was impending. Stalin took a more obviously overt leadership role. The direct loss of land and resources and the indirect costs to the unconquered territories can be assessed. In border terms, candidates will be rewarded when they show the effects of the war on Soviet nationalism spurred by anti-German feeling. To gain a mark in Band A candidates must deal fully with the demands of the question considering a variety of issues. The answers must be fluently written and coherently argued. Band C answers will make effective points but in a narrower range and with more description. Answers which contain little more than relevant but descriptive accounts of the war struggle can be awarded Band D or Band E.

- (b) To what extent did Stalin bring about change in the USSR in the 1930s? [60]

Focus: Assessment of change in the USSR.

Candidates should examine various strategies which were used by Stalin to change the USSR in the 1930s, for example the Five Year Plans (the First began in 1928 but ended in 1932), collectivisation,

the use of propaganda, domination of the party and the use of terror. Answers in Bands A - B will consider the limits of change, especially by evaluating the importance of propaganda. They will explain and then evaluate a series of issues such as those mentioned above. Band C can be awarded to answers which explain and assess some issues but which are comparatively narrow in range. Answers in Bands D - E will probably comprise uncritical surveys. Answers in Band E will contain basic knowledge of a few aspects, probably economic issues.

### **3 The Cold War In Europe 1945 - 89**

- (a) **Explain why the alliance against Nazi Germany collapsed so soon after the end of the Second World War.** [30]

Focus: Demonstrate knowledge and understanding of features and significance of factors shaping the course of events.

The key issue here is the collapse of the anti-Nazi alliance. Factors can be selected such as deteriorating relationships during the Second World War when the USSR suspected that the war was being prolonged in the interests of the western allies, Stalin and Truman's mutual hostility and suspicion, the nuclear arms race, economic rivalry and ideological differences. There is no specific end date but 'so soon' points to the need to avoid long post-war surveys. However, the origins of the Cold War as evidence of the relationship between the great powers will be relevant. To gain a mark in Band A, candidates must deal fully with the demands of the question.

The answers must be clearly written and coherently argued. Band C may be appropriate for answers which deal only with the responsibility of the USSR although the most successful answers will probably attribute the major responsibility to Stalin. Relevant narratives will deserve a low Band, D or E.

- (b) **By what means, and how successfully, did the USSR maintain control over other eastern European states during the period 1945 - 1989?** [60]

Focus: Explanation of the relationship between the USSR and its allies.

The answers in Bands A - B will distinguish between 'By what means' and 'how successfully'. The former issue will include explanations of political control, the imposition of approved leaders, military pressures and integration, a police system, the suppression of opposition and an economic system which bound the states together. Answers in Bands A - B should be aware of the strains in the relationship by the end of the 1980s; Band A answers should consider earlier signs of dissent, even revolt. Band C answers will be convincing about methods of control but will probably be less certain about success, asserting Soviet control without considering the alternative. Relevant descriptions of relations with different degrees of detail can lead to Bands D - E.

### **4 The Cold War in Asia and the Americas 1949 – 75**

- (a) **How dangerous to international peace was the Cuban Missile Crisis?** [30]

Focus: Assessment of a major international crisis.

Answers in Bands D - E may take one of two approaches, either narratives of the Cuban Crisis (1962-63) with limited reference to the wider issues or accounts of the Cold War with little specific

material about the Crisis. Band C will be suitable for answers which can make clear comments about the issues immediately involved in the Cuban Crisis: Soviet policies to take a wider international role and American determination to exclude communism from its backyard. They will be less successful in putting it into the wider context of the 1960s. Bands A or B will be awarded to well-considered assessments of the international danger and conclusions will vary. They will be successful in putting the Crisis into a relevant context.

- (b) Compare the importance of at least three factors which contributed to the failure of the USA to win the Vietnam War. [60]**

Focus: Comparison of the relative importance of different factors.

Candidates are asked to explain three reasons for the failure for the USA in the Vietnam War. These can include factors such as the guerrilla tactics of the Viet Cong, the ineffectiveness of most of the USA's military strategies and the comparative lack of national and international backing for the USA's involvement in Vietnam. Although candidates have the normal latitude to propose explanations, assertions of the inevitability of American defeat which conceal a lack of real understanding and knowledge will not be acceptable. To gain a mark in Band A, candidates must deal fully with the demands of the question. The importance of each chosen factors must be explained with good balance. There will be some imbalance in Band B answers but two of the selected factors will be handled confidently. The comparisons will less effective in Band C answers although there will be apparent attempts to provide them. Relevant but thin narratives will deserve a low Band. Bare but adequate explanations can merit Band D - E but an absence of understanding, knowledge and relevance will be awarded Band U.

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**Oxford Cambridge and RSA Examinations**

**Advanced GCE**

**HISTORY**

**HISTORICAL INVESTIGATIONS 768-1216**

**2587**

**Specimen Paper**

Additional materials:

Answer paper

**TIME** 1 hour 30 minutes

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided

If you use more than one sheet of paper, fasten the sheets together.

This paper contains questions on the following two Options:

- Charlemagne
- King John

Each Option has three questions.

Answer **Question 1** and **one** other question from **one** option.

**INFORMATION FOR CANDIDATES**

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

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

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

You are advised to spend equal time on the Source question and the essay you select.

In answering the Source question, you are expected to use your knowledge of the topic to help you explain and evaluate the interpretations in the Sources, as well as to inform your answers. You are allowed to use the printed Sources to strengthen your essay answer.

## Charlemagne

Candidates should answer Question 1 and **one** other question.

- 1 (a) What does a comparison of Documents **B** and **C** indicate about different interpretations of Charlemagne's ability as a ruler? [15]
- (b) Using Sources **A** to **D**, examine the validity of historians' views that the years 800 - 814 were a period of 'decomposition'. [30]
- 2 To what extent were the wars of Charlemagne's reign motivated by religious zeal? [45]
- 3 How well-deserved is Charlemagne's great reputation? [45]

**[Total: 90 marks]**

## Different Views of Charlemagne's rule in the period 800 - 914.

**Source A:** Extract from Einhard's Life of Charlemagne.

After becoming Emperor, Charles realised that the laws of his people were defective in many things. For the Franks have two law codes which differ in many respects. Therefore, he determined to supply what was wanting, to reconcile the discrepancies, and to correct what was vicious and wrongly cited in them. However, he went no further in this matter than to supplement the laws with a few new chapters, but left even that work unfinished. He did, however, order the unwritten laws of all of the tribes that came under his rule to be compiled and set down in writing.

*Einhard, Life of Charlemagne, written in about 826*

**Source B:** A modern historian criticises Charlemagne's rule in the period 800 - 814.

The Palace of Charlemagne contained nothing resembling the more specialised services and departments available at the same time to the Byzantine emperor or the caliph of Baghdad. It is clear that the counts and their subordinates were guilty of serious negligence, abuse of power, extortion, usurpations and the rest, and to such a degree that the excesses and irregularities became prevalent. The seriousness of the situation gave Charlemagne cause for concern, and he did what he could to apply a remedy. One step he took was to impose on everyone the subject's oath of fidelity. Second, there was a more generalised and systematic recourse to the royal commissioners, *missi dominici*, who were sent out not only to investigate and report but also to remedy questionable situations, acting with the same authority as if the King himself were present.

*F. L. Ganshof, The Carolingians and the Frankish Monarchy, published 1971*

**Source C:** A modern historian questions Ganshof's view.

Militarily there was no noticeable decline. True, the days of outstanding offensive successes were past. But 'decomposition' is hardly the necessary consequence of lack of expansion. In any case, there was territorial gain in Spain. By 814, the Franks seemingly had a firm grasp on the region down to Barcelona, itself taken in 801, held some areas to the west, including Pamplona, which had given allegiance in 806, and exercised a loose authority further south. The argument for 'decomposition' from internal evidence is less easily rebuttable but more easily dealt with. Does not the very repetitiveness of the denunciations and injunctions in the capitularies, the very constancy with which the *missi* were dispatched, prove deterioration? In a word, no. While such an interpretation may be correct, it makes better sense to see in the phenomenon evidence of Charles's determination and sense of urgency. Certainly the fact that, for example, corruption by the counts is a recurrent target of the later capitularies tells us nothing about its earlier prevalence. Nor does the appearance of shortcomings previously unmentioned prove the rise of new problems; indeed, one might argue that it rather shows the thoroughness and vigour of Charles's endeavours to seek out and eradicate all that was offensive in society.

*P. D. King, Charlemagne, published 1986*

**Source D:** Another modern interpretation of the years 800-814.

While the lack of expansion might not be indicative of decay, it was accompanied by significant social and political consequences as far as the ruling classes of the Frankish empire and its central administration were concerned. An increasing defensiveness of outlook replaced the earlier aggression, leaving the newly created empire increasingly vulnerable to the attacks of more virile predators, notably the Arabs and the Vikings. At the same time, where expansion of a sort did occur, it was often unplanned and unwanted, as in the case of the lands across the Elbe, or could not be sustained, as with the attempts to take Tarragona and Tortosa in 810.

*R. Collins, Charlemagne, published 1998*

### King John

Candidates should answer Question 1 and **one** other question.

- 1 (a) Assess the different views of King John expressed in Source **B** and Source **C**. [15]
- (b) How convincingly do these Sources confirm the historical interpretation of John as a 'petty tyrant'? [30]
- 2 To what extent was King John personally responsible for the Loss of Normandy? [45]
- 3 'No more than a failed peace-treaty.' Discuss this verdict on Magna Carta in 1215. [45]

[Total: 90 marks]

## Different Views of King John

**Source A:** Extracts from Magna Carta.

Scutage or aid shall be levied in our kingdom only by the common counsel of our kingdom except for ransoming our body, for knighting our eldest son and for once marrying our eldest daughter; and for these purposes only a reasonable aid shall be taken.

No freeman shall be captured or imprisoned or deprived of his land or property or outlawed or exiled or in any way destroyed, nor will we go against him or send against him, except by the lawful judgement of his peers or by the law of the land.

*Clauses 12 and 39 of Magna Carta, 1215*

**Source B:** This extract is taken from the introduction to the edition of the Pipe Rolls, the most important of the records of the English crown under John.

That the king himself was personally very interested in the details of extracting money from his subjects is suggested both by the venom which was engendered against him personally and by such surviving record evidence as can occasionally be produced from these cases.

*D. M. Stenton, editor of the Pipe Rolls in the period 1933 - 64*

**Source C:** A more recent historian pays tribute to King John's abilities.

Certainly John was capable and dedicated to the work of kingship, in many ways a worthy successor to his father Henry II and grandfather Henry I. Even a nineteenth-century writer who denounced John with his age's moralistic bombast admitted that he was 'the ablest and most ruthless of the Angevin rulers'. His attention to financial details and adoption of harsh money-raising measures achieved its purpose of accumulating a huge surplus to spend on the 1214 campaign. His handling of the Canterbury succession crisis was masterful, securing for him and his young son the Papacy's solid support. John's efforts in the British Isles strengthened the English monarch's position as overlord of his Gaelic neighbours, and they give a preview of the policies of Edward I.

*R. V. Turner, King John, published 1994*

**Source D:** This historian gives a more critical interpretation.

John's one answer to opposition was to crush it out of existence, instead of trying to build up the sure defences of goodwill. His failure to recognise that the justifiable grievances of his barons were the basic problem, which took precedence over the challenge posed by King Philip, debars him from the title of 'great prince', to which his undoubted practical abilities might otherwise have urged a serious claim.

It is impossible, the evidence being what it is, to pronounce finally upon his character as a man, but it seems clear that he was inadequate for the tasks confronting him as king. Even in his achievements there was always something missing. He subdued nations to his will but brought only the price of fear. He was an ingenious administrator but expediency came before policy. He was a notable judge but chicanery often went along with justice. He was an able ruler but he did not know when he was squeezing too hard. He was a clever strategist but his military operations lacked that vital ingredient of success - boldness. He had the mental abilities of a great king but the inclinations of a petty tyrant.

*W. L. Warren, King John, published 1997*

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**Oxford Cambridge and RSA Examinations**

**Advanced GCE**

**HISTORY**

**HISTORICAL INVESTIGATIONS 768-1216**

**2587**

**Mark Scheme**

**See also Appendix D: Generic Mark Bands: Units 2587, 2588 and 2589.**

## QUESTION SPECIFIC MARK SCHEME

UNIT 2587

HISTORICAL INVESTIGATIONS 786 - 1216

### Charlemagne

- 1 (a) What does a comparison of Sources B and C indicate about different interpretations of Charlemagne's ability as a ruler? [15]**

Focus: Comparison of two different views of Charlemagne.

Candidates should address the value of the Sources. This can be assessed from internal and external judgements. Source B is taken from a famous critique of Charlemagne's later years. This extract is based on the inadequacies of his administration. Source C uses much of the same evidence but interprets it differently, giving a more favourable judgement. C also includes some assessment of his military achievements. Band A answers will identify and explain differences clearly. The approach will be deliberately comparative and there will be awareness of different interpretations. Band B answers will be mostly sound but will be more uneven. Band C answers will make some useful comments on the differences; they will contain an attempt at explanation of different interpretations. A bare identification of differences can be given a mark in Band E.

- (b) Using Sources A to D, examine the validity of historians' views that the years 800 - 814 were a period of 'decomposition'. [30]**

Focus: Evaluation of the Sources in the context of an historical debate about the imperial years.

An overall assessment of the issue, based on four Sources, is required here. The Sources provide a range of views; better candidates could be expected to identify not just the obvious differences between them (as exemplified by B and C) but also the more subtle distinctions which are made. For example, A, although laudatory, does hint at criticism towards the end. D points out that the issues were not as simple as B and C suggest. The most successful answers would also be expected to range over a reasonable number of themes, including administration, foreign policy, relations with the papacy and Byzantium and the Division of 806 (but few even in Band A will touch on all of these). For Bands A and B, candidates could be expected to introduce contextual knowledge from outside the Sources. Band C Band answers may be unbalanced in their treatment of the four Sources but will be generally sound in their assessment. Bands D - E can be awarded for relevant descriptions which will probably be highly sequential.

**2 To what extent were the wars of Charlemagne's reign motivated by religious zeal? [45]**

Focus: Assessment of an issue which has given rise to an historical debate.

Band A answers will be expected to address fully both sides of the argument. Certainly the wars of the early part of his reign suggest religious zeal - Saxony is perhaps the most significant example here. But Charlemagne's initial reluctance to help the papacy against Desiderius suggests that he was not always willing to jump at the pope's command.

On the other hand, perhaps his attempts to remain in Saxony at this point *do* suggest religious zeal - the need to continue the wars of conversion.

There are other possible motives also: wealth, imperial ambition and defence and some of the factors which are likely to be discussed. Other relevant issues concern whether Charlemagne himself was responsible for the campaigning, or whether his sons were more active, and the extent to which the nature of campaigning changed after 800. For Band A answers, examiners can expect candidates to be aware of arguments for and against the proposition, with Band B answers lacking the range and depth of Band A. Band C essays will present a reasonable variety of points but will lack the flexibility of the most successful responses. Highly narrative accounts, especially if they are very one-sided will be awarded Band E or Band D if there is more relevant detail.

**3 How well-deserved is Charlemagne's great reputation? [45]**

Focus: Evaluation of an historical judgement of Charlemagne.

A balanced and analytical assessment should characterise Band A essays; more unevenness will be in Band B answers. The most successful candidates are likely to focus on the issue of his reputation - the esteem in which he was held for many centuries and his impact on medieval Europe. A well-informed assessment of his reign is necessary. Candidates are likely to discuss issues such as his military skill, relations with the papacy and Byzantium, his coronation, administrative developments and court culture including the Carolingian Renaissance. Discussion of Ganshof's 'decomposition' thesis would also be appropriate. Band C can be given for reasonable explanations which discuss the stated aspect but which are prone to description. Essays in Bands D - E will accept the greatness of his reputation but will be largely descriptive in nature.



## King John

- 1 (a) Assess the different views of King John expressed in Source B and Source C. [15]**

Focus: Explanation and evaluation of two different views of King John.

Here are two modern writers working with the benefit of an enormous amount of research. However, the evidence about King John points in many directions. He was clearly able and the comment by Stenton points that up, and he ultimately produced achievements, as listed by Turner. On the other hand, he was ultimately a failure. Band A answers will identify and explain differences clearly. Band B answers will be mostly sound but will be more uneven. Band C answers will make some useful comments on the differences. A bare identification of differences can be given a mark in Band E.

- (b) How far do these Sources A to D confirm the historical interpretation of John as a 'petty tyrant'? [30]**

Focus: Evaluation of the Sources in the context of historical interpretations of King John.

This asks for an overall assessment of John, based on the four Sources. Was he a tyrant - what kind of evidence suggests this? If he was a tyrant, was he a petty one? His grand aims may be contrasted with personal spite and revenges. Candidates who provide a context to improve on the adequacy of the Sources and present a more complete and balanced picture, should achieve Band A or B, that is they will be able to deal effectively with the Sources as part of the wider historical interpretation of the King.

Band C answers may be unbalanced in their treatment of the four Sources but will be generally sound in their assessment. Bands D or E can be awarded for relevant descriptions which will probably be highly sequential; Band E answers will demonstrate a basic understanding of the salient issue of 'the historical interpretation of John'.

- 2 To what extent was King John personally responsible for the Loss of Normandy? [45]**

Focus: Assessment of an issue which has given rise to an historical debate.

The main line of debate is whether the Loss of Normandy was inevitable in the light of the relative financial position of the two kings or whether, even allowing for his financial problems, John could have been more vigorous and skilful in defence. Candidates can also refer to other contemporary issues and activities of John. For Band A answers, examiners can expect candidates to be aware of arguments for and against the proposition ('To what extent...?'). Band B answers will be mostly sound but will be more uneven in arguing both sides. Band C essays will present a reasonable variety of points but will lack the flexibility of the most successful responses. Highly narrative accounts, especially if they are very one-sided will be awarded Band E or Band D if there is more relevant detail.

- 3 'No more than a failed peace-treaty.' Discuss this verdict on Magna Carta in 1215. [45]**

Focus: Evaluation of an historical judgement of Magna Carta.

Candidates should consider carefully the situation which gave birth to Magna Carta. There was deep distrust between the King and barons, with a very long history of bitterness. The barons were divided and the Charter was not all of them had wanted at all and many had been ready for was by June 1215; others seriously doubted the King's sincerity. The Charter was really the product of the moderates among the barons. Even after it was agreed there was bickering, especially over London, and the barons knew of John's approaches to Innocent III to absolve him from his oaths. War followed when the Pope released John from his oath to the Charter. It was certainly a failed peace-treaty but it also had greater importance. It was the product of the grievances of the barons set out in the Articles of the Barons, but set in the context of royal government and administration. That this was possible showed a wide acceptance of Angevin government. A balanced and analytical assessment should characterise Band A essays. Band B answers will be mostly sound but will be more uneven in their assessment. Band C can be given for reasonable explanations which discuss the stated aspect but which are prone to description. Essays in Bands D or E will accept the description uncritically but provide some basic factual references in a relevant manner.

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## Oxford Cambridge and RSA Examinations

### Advanced GCE

### HISTORY

### HISTORICAL INVESTIGATIONS 1556-1725

**2588**

### Specimen Paper

Additional materials:

Answer paper

**TIME** 1 hour 30 minutes

#### INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided

If you use more than one sheet of paper, fasten the sheets together.

This paper contains questions on the following four Options:

- Philip II
- Elizabeth I
- Oliver Cromwell
- Peter the Great

Each Option has three questions.

Answer **Question 1** and **one** other question from **one** option.

#### INFORMATION FOR CANDIDATES

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

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

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

You are advised to spend equal time on the Source question and the essay you select.

In answering the Source question, you are expected to use your knowledge of the topic to help you explain and evaluate the interpretations in the Sources, as well as to inform your answers.

You are allowed to use the printed Sources to strengthen your essay answer.

### Philip II

Candidates should answer **Question 1** and **one** other question.

- 1 (a) Compare the value of Source **B** and Source **C** as explanations of Philip II's motives for sending the Armada. [15]
- (b) How far do Sources **A** to **C** show that modern historians accept Philip II's explanation, as in Source **A**, of his relationship with Elizabeth I of England? [30]
- 2 Consider the arguments for and against the claim that Philip was largely to blame for causing the Revolt of the Netherlands. [45]
- 3 How far did Philip live up to his title of 'The Most Catholic King'? [45]

[Total: 90 marks]

## Why did Philip send the Armada?

**Source A:** Philip II informs Olivares, his ambassador in Rome, why he was preparing to launch an Armada.

My claim, as you are aware, rests upon my descent from the House of Lancaster, and upon the will made by the Queen of Scotland, and mentioned in a letter from her of which the copy is enclosed herewith. You will impress upon his Holiness the Pope that I cannot undertake a war in England for the purpose merely of placing upon that throne a young heretic like the King of Scotland who, indeed, is by his heresy incapacitated to succeed. His Holiness must, however, be assured that I have no intention of adding England to my dominions, but to settle the crown upon my daughter the Infanta.

*Adapted from a letter of Philip II to Olivares, 11 February 1587*

**Source B:** An historian argues that religion was the underlying reason for the Armada.

The origins of the Enterprise of England can be traced to the early 1530s, when English Catholics first appealed to Charles V for aid against the schismatic Henry VIII.

Intervention in England thereafter became an important issue in the making of Habsburg policy. There was, from this point on, both an 'interventionist' party, and a cautious one, who regarded an invasion, without evidence of overwhelming popular support, as a very risky enterprise. If the direct Spanish experience of England during Philip's short reign gave further weight to the advocates of caution, the king himself felt a personal responsibility to English Catholics, but only at the end of the 1570s did the balance shift decisively towards intervention.

Underlying this shift was the identification of Elizabeth as his chief enemy. For this there were three main reasons. It was clear after 1577 that the English would not cease meddling in the rebellion of the Netherlands. Drake's circumnavigation voyage of 1577-80 had demonstrated dramatically the vulnerability of the empire in the Indies to piratical raids. The English had also taken up the protection of the Portuguese claimant Don Antonio. What precipitated the final decision was the open English intervention in the Netherlands and the dispatch of Drake to the West Indies in the summer of 1585.

*S. Adams, The Armada Campaign of 1588, published 1988*

**Source C:** Another historian argues that the Armada was primarily the result of political and economic issues.

For both Spain and England, the traditional enemy was France and the two countries had pursued a fairly consistent policy of friendship since the end of the fifteenth century. Philip had begun his reign as husband to Mary Tudor and he even offered to marry Elizabeth after her accession. England had been an important ally. It therefore took a considerable time before Philip would seriously consider attacking England even though their differences and rivalries might have made such an attack seem highly justified and even prudent. Religion was not the main factor in Philip's decision, although it was obviously a secondary consideration and the one that Philip chose to emphasise. More important were political and economic factors.

*K. Brice, 'Philip II: Northern Europe' in Years of Renewal. ed. J. Lotherington, published 1988*

**Source D:** This historian suggests that Philip's decision was in response to Elizabeth's intervention in the Netherlands.

Historians are agreed that Philip may have had several aims in sending the Armada but that his prime motive was to stop the English from interfering in the Netherlands. The English navy impeded his control of the sea and without it he would not recover the disobedient Dutch provinces. A projected attack on England would tie down Elizabeth's fleet, commit her to heavy defence expenditure, and possibly bring her to sue for peace. Ideally Philip would have welcomed the conversion of England to Catholicism. And there is no reason to doubt that religion was a genuine motive, even if a secondary one. After all, 180 clerics accompanied the fleet, twenty-four Jesuits waited in Flanders, and Cardinal Allen, an English-born missionary, was ready to take over the spiritual direction of the new Catholic state. Philip instructed Parma in April 1588 that, even if the invasion was only partially successful, he must demand toleration for Catholics. But the Armada was not primarily a religious crusade, for Philip was a realist, not a visionary.

*G. H. Woodward, Philip II, published 1992*

## Elizabeth I

Candidates should answer **Question 1** and **one** other question.

- 1 (a) Examine the differences between the historians' views expressed in Source **B** and Source **C** about the factors which shaped the settlement of religion. [15]
- (b) How far do the modern historians in Sources **B**, **C** and **D** challenge Source **A** as an explanation of Elizabeth I's handling of the religious problems she faced at her accession? [30]
- 2 Consider the arguments for and against the claim that the role and nature of Parliament changed little during the reign of Elizabeth I. [45]
- 3 How far has the importance of the missionary priests in ensuring the survival of English Catholicism been exaggerated? [45]

[Total: 90 marks]



## The Debate on the Elizabethan Religious Settlement

**Source A:** The Imperial ambassador, writing while the 1559 Parliament was in session, describes how Elizabeth handled religious issues.

From the beginning of her reign she has treated all religious questions with so much caution and incredible prudence that she seems both to protect the Catholic religion and at the same time not entirely to condemn or outwardly reject the new reformation. In my opinion, this course was a very prudent action, intended to keep the adherents of both rival creeds in subjection to the crown.

*Adapted from Count von Helffstein, Report to the Emperor Ferdinand I, 16 March 1559*

**Source B:** A historian of the mid-twentieth century argues that Elizabeth had to accept a more Protestant prayer book than she wanted because of pressure from the House of Commons. Our evidence suggests that the House of Commons went full-cry after its radical leaders, sweeping aside any feeble Catholic opposition or the cautious promptings of moderate or official opinion... From her initial predilection for the Church as her father left it, the Queen had been driven by events as far as the first Edwardian Prayer Book, where both theological and political reasoning would probably have stayed her: political reasoning because the 1549 Book offered, with its implication of a real presence in the communion, the prospect of compromise with conservatives at home and alliance with Lutherans abroad. After Easter, however, it was a question whether pressure from the left could drive the Queen on another stage or more. In the end, compromise came in the form of the Elizabethan Prayer Book.

It reflected political realities. Elizabeth could not construct her Protestant Church without support from returning exiles: she therefore surrendered most. The Prayer Book was that of 1552, the minimum these divines would accept... In giving way to the Protestant divines Elizabeth had been wise. Thereby she obtained as conservative and comprehensive a Church as was possible.

*J. E. Neale, Queen Elizabeth and her Parliaments, published 1953*

**Source C:** A more recent scholar offers a contrasting view.

The Catholic bishops and the few laymen who supported them played a central role in the creation of the settlement of religion. Cecil and Elizabeth underestimated the Catholics' unity and determination... Elizabeth was intent upon restoring the royal supremacy, reacquiring the revenue Mary had returned to the Church and re-establishing some variety of Protestant uniformity. The question is, what kind of Protestant uniformity? ... It is most probable that Elizabeth intended to re-establish the 1552 Prayer Book from the very beginning... Uncomfortably caught between the Catholics and the Protestants, Elizabeth gained elbow room by making careful compromises. Clinging tightly to the supremacy and the uniformity, she made some small concessions to her Catholic subjects without antagonising the Protestants. In order to get the reform she sought through the Lords she had to abandon the harsh laws against Catholics that had been proposed in the beginning, alter the words of institution in the Prayer Book, and refuse to be called supreme head of the Church. The result was a religious settlement which kept the peace by avoiding precise and divisive definitions.

*N. L. Jones, Faith by Statute, published 1982*

**Source D:** Another recent historian explains the roles of the Queen, the Commons and the Lords in the making of the settlement.

Elizabeth intended from the beginning to restore royal authority over the Church and probably wished to introduce a Protestant service of some kind, though of what kind remains unclear. She had, after all, chosen Protestant advisers like Cecil... Secondly, Protestants were dominant in the Commons. The amendments made to the first supremacy bill transformed it into a measure for liturgical reform. But the House was not led by returned exiles, few of whom were back before the end of February; and it is significant that the committee which drafted the crucial amendments was headed by Sir Francis Knollys and Sir Anthony Coke, both of whom were connected to the regime. Thirdly, the Lords vigorously contested both the royal supremacy and the proposed liturgical changes, reluctantly accepting the former before Easter, but passing the latter only after two Marian bishops had been sent to the Tower. The delays in carrying the legislation resulted more from the opposition of the Lords than from coolness on the part of the Queen.

*P. Williams, The Later Tudors: England 1547-1603, published 1995*

## Oliver Cromwell

Candidates should answer **Question 1** and **one** other question.

- 1 (a) How effectively does Source **C** deal with the charges of ambition made against Cromwell in Source **A**? [15]
- (b) Using Sources **A** to **D**, explain why Cromwell has continued to arouse controversy among historians. [30]
- 2 How valid is the judgement that Cromwell was 'the lost leader of the English Revolution'? [45]
- 3 Assess the possible ways of understanding Cromwell's actions in Ireland. [45]

[Total: 90 marks]

## The Debate on Oliver Cromwell's Ambition

**Source A:** A republican opponent of Cromwell condemns the Protector's ambition.

Having seen our cause betrayed and the most solemn promises violated, I departed from my native country. General Cromwell had long been suspected by wise and good men; but he had taken such care to mould the army to his interests that he had filled all places either with his own creatures or with such as hoped to share with him in the sovereignty, and removed those who had the courage to oppose him. His wicked intentions were not revealed openly till after the battle at Worcester. Mr. Hugh Peters said to a friend that Cromwell would make himself King. But either the General's ambition was so great that he could not resist ascending the throne until the time set by Parliament for its sitting had expired or his fear hastened him to the achievement of his plans. It is certain that he vehemently desired to be rid of this Parliament that had performed such great things.

*Edmund Ludlow, Memoirs, published 1698*

**Source B:** A Marxist historian examines Cromwell's conflicting loyalties.

His unique prestige with the Army made him the indispensable head of state so long as the Army was a power in the land; his genuine desire for a parliamentary settlement continually raised hopes that he might yet square the circle. But, just because Oliver owed his position to the Army, he could never in the last resort break from it. Oliver could ride the two horses, like a trick rider at the circus, though he could never transfer his weight from one to the other, and transform military rule into parliamentary government.

*Christopher Hill, Oliver Cromwell, published 1957*

**Source C:** Another historian rejects the charge of ambition.

I wrote this short account of Cromwell in 1939. The present version is revised. Yet the personality of Cromwell remains enigmatic and his reputation changes - as it will continue to change - with the moral and political climate of the living world. In 1939 the shadow of the European dictatorships darkened his image. The atmosphere has changed. He is generally recognised as a great figure in our history. But his career and character remain controversial. His actions in crisis, whether on the battlefield, in Parliament or at the Council table, show a clear and bold judgement; but he was not good at analysing or presenting the reasons behind his actions. Prayer helped him towards all his considered decisions. In his years of power there is no evidence of any personal pleasure at his own greatness. Can this be taken as evidence that personal ambition was never a motive with him? I am inclined to think so. As Protector he appeared, in spite of his power at home and prestige abroad, a sad and heavily burdened man.

*C V. Wedgwood, Oliver Cromwell, published 1973*

**Source D:** The author of a more recent biography presents Cromwell's dilemma.

The barren record of his first parliament made clear the dilemma which he faced a ruler of Britain. He had failed to give the people 'what pleases them' by constitutional means. His reaction was to embark on an authoritarian course of 'giving the people what's good for them'. Indeed many aspects of Cromwell's rule in 1655 - 56 show a lack of concern for constitutional legality that gives support to those who would depict Cromwell as a military dictator. Moreover, he underwent a personal, spiritual crisis in that period which caused him to be more than ever determined to take England, via the rule of the major-generals, into the New Jerusalem. Yet, what is striking about Cromwell, is that, even when his iron-fisted authoritarianism was most prominent, he showed that he had not totally abandoned either his Political Independent instincts for 'healing and settling' or his aspirations to secure broad-based support for his regime from the parliamentary classes of the country.

*Barry Coward, Cromwell, published 1991*

### Peter the Great

Candidates should answer **Question 1** and **one** other question.

- 1** (a) Explain the different historical judgements in Sources **B** and **D** about the impact of warfare upon the Russian people. [15]

(b) How far, and why, do Sources **A** to **D** offer different interpretations of an 'economic revolution' in Russia under Peter the Great? [30]
- 2** Consider the arguments for and against the view that Peter's social reforms were largely unsuccessful because they were rejected by most ordinary Russians. [45]
- 3** 'Peter's military and naval achievements owed more to the weakness of his enemies than to the strength of Russia.' Discuss this view. [45]

[Total: 90 marks]

## The Effects on Russia of Peter the Great's Economic Reforms.

**Source A:** Peter explains how he intends increasing manufactures.

Either our decrees are not accurately observed or there are few people who wish to go into the business of manufacturing. That there are few people wishing to go into the business is true, for our people are like children who never want to begin the alphabet unless they are compelled by their teacher. So in manufacturing affairs, we must not be satisfied with the aim only but we must act and even compel people to become good economists. For instance, where there is a fine felt we should compel people make hats, by not allowing the sale of felt unless a certain number of hats are made.  
*An edict of Peter the Great issued in 1723*

**Source B:** An historian argues that most Russian were unaffected by Peter's economic policies.

Peter's achievements in Russian economic life were extremely uneven. There was substantial industrial development. In the metal-producing and metal-working industries, stimulated by the new demands of the armed forces, there was rapid and striking progress. Yet little of this made much difference to the life of most ordinary Russians. The government's growing demands were met by a more rigorous exploitation of the existing economy, dominated by traditional peasant agriculture, at least as much as the creation of new resources and the generation of new wealth. To reproach Peter for this would be quite unfair. His economic policies were as intelligent, as consistent and as successful as those of any ruler of the age in western Europe. Indeed both in his aims and in many of his methods, he often closely resembles his fellow monarchs in the west. However, in economic activity, he was limited by the sheer inability of a poor and thinly-spread agrarian society to satisfy all his demands and give substance to all his hopes.  
*M. S. Anderson, Peter the Great, published 1978*

**Source C:** This historian suggests that Russia had growing trade links with western Europe.

Peter's reign saw a considerable increase in Russia's foreign trade. This was not entirely unprecedented since Ivan the Terrible (1533 - 84) had already established commercial links with England. Peter was also in line with traditional Muscovite policy in pursuing protectionism. At the same time he was also influenced by more distinctively mercantilist policies. Certainly his 1725 tariffs raising important duties to an average of 70 per cent was in line with policies elsewhere, even if these were not totally influenced by western economic models. Peter was also open to the influence of western advisers in trying to promote private commercial enterprise to build up a class of entrepreneurs. His 1711 decree, which stipulated that 'people of all ranks may trade in any commodity anywhere' was typical of the liberal economic policy gaining ground in Prussia and the Dutch Republic, as was the relaxation of the state monopoly over foreign trade in 1716. Peter also sought to improve the quality of Russian products by introducing western hybrids such as French vines, Dutch linen manufactures and German paper-mill technology.  
*S. J. Lee, Peter the Great, published 1993*

**Source D:** Another historian claims that Russia's economy, industry and society were significantly affected by the reforms.

Peter was at war for a total of over 28 years between 1695 and 1723. It is hardly surprising that military matters should have dominated his reign and his thinking. His unusual interest at an early age in the art of war made life in the German suburb an apt preparation. A powerful army and navy were essential for defence, especially after 1703, when the strategically exposed St. Petersburg needed protecting. Except for a brief spell, never before had the army reached 100,000 nor had there been a navy of any significance. The sheer magnitude of Peter's military and naval expansion had massive repercussions on Russia's economy and her industrial and social infrastructure. Indeed, warfare absorbed most of the revenue - 75 per cent by 1701 and as much as 60 per cent by 1725. The burden was borne entirely by the Russian people, with no foreign loans. To withstand the immediate threat from Sweden and Turkey, rapid escalation of military might was essential. Such urgency suited Peter's stormy, impetuous personality. Nevertheless, there was nothing entirely new in the nature of Peter's reforms. Ivan III, Ivan IV and Alexis had all sought to assimilate foreign technology and military expertise. Even recruitment of foreign troops was no novelty.

*W. Marshall, Peter the Great, published 1996*

**Oxford Cambridge and RSA Examinations**

**Advanced GCE**

**HISTORY**

**HISTORICAL INVESTIGATIONS 1556 - 1725**

**2588**

**Mark Scheme**

**See also Appendix D: Generic Mark Bands: Units 2587, 2588 and 2589**



## QUESTION SPECIFIC MARK SCHEME

### UNIT 2588

#### HISTORICAL INVESTIGATIONS 1556 - 1725

##### Philip II

- 1 (a) Compare the value of Source B and Source C as explanations of Philip II's motives for sending the Armada. [15]**

Focus: Comparison and evaluation of two different views about Philip II's motives.

Source B sees religion and the King's personality as the main influences which formulated Spain's foreign policy. These underlying long-term factors are given less prominence in Source C because the author believes political and economic factors were of greater significance. This difference in interpretation is not due to any religious or political bias by these historians, but is a reflection of the importance each attaches to religion, the political alliance between England and Spain, the economic impact Drake had upon Spain and Elizabeth's intervention in the Netherlands. Candidates who identify, draw out and explain these differences, should be given high credit. If they see the complementary but limited nature of each argument - e.g. neither refers to Mary, Queen of Scots; Source B is more detailed and specific but ends in 1585; Source C is altogether more general and factually unsupported - then they should achieve Band A. Band B answers will be mostly sound but will be more uneven in explaining the King's motives. Band C answers will make some useful comments on the differences. A bare identification of differences can be given a mark in Band E.

- (b) How far do Sources A to C show that modern historians accept Philip II's explanation, as in Source A, of his relationship with Elizabeth I of England? [30]**

Focus: Evaluation of the Sources in the context of an historical debate about the relationship between Philip II and Elizabeth I.

Each of these extracts throws some light on the changing relationship and if candidates refer to them as a set to this effect they should be rewarded. Source A implies that religion was the main reason for Philip sending the Armada. Having put up with Elizabeth's Protestantism, by 1587 he was unwilling to let a Presbyterian inherit the throne. Philip was at pains to deny any imperialist motive in spite of his alleged right to the English throne. Of course, its content was designed to convince the Pope of the legitimacy of the invasion and to get him to help finance it. Source B confirms that Elizabeth's Protestantism was a key cause in the long term but of more immediate significance was her interference in Portugal, the Netherlands and Atlantic trade. Source C is less precise in attributing blame for the worsening relationship but sees their friendship as a key reason why open hostilities took so long to surface. Source D sees Elizabeth's intervention in the Netherlands as the final episode that ended peaceful relations with Philip. What these extracts do not provide is a perspective from Elizabeth, the possibility that Spain provoked England to retaliate and that each was responsible to a great extent for the breakdown in their relationship.

Candidates who provide this context to improve on the adequacy of the Sources and present a more complete and balanced picture, should achieve Band A or B.

This will reflect a sound understanding of the issue of historical interpretation. Band C answers may be unbalanced in their treatment of the four Sources but will grasp the thrust of their ideas. Bands D or E can be awarded for relevant descriptions which will probably be highly sequential. The idea of different interpretations will be assumed rather than specifically delineated, especially in Band E answers.

**2 Consider the arguments for and against the claim that Philip was largely to blame for causing the Revolt of the Netherlands. [45]**

Focus: Assessment of an historical debate about the causes of the Dutch revolt.

For Band A answers, examiners can expect candidates to give a reasonably full evaluation of the causes of the revolt, to assess Philip's responsibility in context and to support their arguments with accurate and relevant details. Band B essays are likely to not have either the range or depth of argument or may give too much attention to Philip, his methods and decision-making but they will be analytical in approach. Among the explanations likely to emerge are the King's uncompromising nature, his ultimate responsibility for policy-making, his desires to make the Dutch more obedient, to introduce taxes, to eliminate heresy and his failure to visit the Netherlands after 1559. A counter argument is likely to stress the Dutch desire for autonomy that had been enjoyed under Charles V, the laxity of Margaret's administration, the determination of Calvinists to achieve toleration, the uncompromising rule of Alva, his troops and Council of Blood, and the leadership of William of Orange who called upon the Dutch to resist Spanish rule. Band C essays will present a reasonable variety of points but will lack the flexibility of the most successful responses. Highly narrative accounts, especially if they are very one-sided will be awarded Band E or Band D if there is more relevant detail.

**3 How far did Philip live up to his title of 'The Most Catholic King'? [45]**

Focus: Evaluation of an historical judgement of Philip II.

This question requires an evaluation of the Spanish Church under Philip, his relations with the Papacy and aspects of his reign which illustrate his devotion to the Catholic faith. In spite of periodic complaints from the Papacy, Philip was one of the most devoted servants of the Catholic faith in the 16th century. Candidates may well point to his personal commitment, his attachment to the Inquisition and his attempts to reform the monastic and secular clergy and improve the spiritual condition of his subjects. He was also anxious to safeguard the peninsula from heresy, campaigned against the Moriscos and was tireless in his efforts to eliminate Calvinism from the Netherlands. His relations with France, England and Turkey may also be cited as examples of the Catholic sword in action. Band C and above answers are likely to examine a number of these areas.

The discriminator between higher and lower Band essays will be how effectively selected examples reveal and explain the argument that Philip could have done more to persecute Protestant heretics, that he made an agreement with the Turks, failed to expel the Moriscos, protected Elizabeth from excommunication, quarrelled with the Papacy and ruled a largely pagan country. A balanced and analytical assessment should characterise Band A essays.

Essays in Bands D or E will accept the description uncritically but provide some basic factual references in a relevant manner.

## Elizabeth I

- 1 (a) **Examine the differences between the historians' views expressed in Source B and Source C about the factors which shaped the settlement of religion.** [15]

Focus: Explanation and evaluation of two different views.

The key differences lie in the interpretation of the pressures on her in Parliament (Source B) and those which arose from the division between Catholics and Protestants, with Source C taking the issue outside Parliament. Source B says Elizabeth would have preferred the 1549 Prayer Book (and argues that she was 'driven by events' to it'), whereas C claims she intended from the first to re-establish the 1552 book. B suggests that the main influence in the making of the settlement was radical Protestant opinion in the Commons, whereas C argues that the key influence lay with the Catholics, with whom Elizabeth had to compromise. B argues that support from returning exiles was crucial and that that was why Elizabeth had to accept the 1552 book. C does not mention returning exiles but claims that Elizabeth had to compromise over laws against Catholics, the words of institution and the title of supreme head in order to get her settlement through the Lords. Candidates who can explain most of these ideas clearly and with reference to the two Sources can achieve Band C. Band D or Band E can be awarded for relevant and mostly accurate accounts which fail to delineate the core of the debate. For Band A there should also be some discussion of the development of the debate and a recognition that the two passages represent the two major points of view discussed by historians in the last 40 years. The very best may realise that these differences are linked with different views about the development of a parliamentary opposition to the monarchy. Band B answers will be mostly sound but will be more uneven.

- (b) **How far do the modern historians in Sources B, C and D challenge Source A as an explanation of Elizabeth I's handling of the religious problems she faced at her accession?** [30]

Focus: Evaluation of the Sources in the context of historical interpretations about the making of the religious settlement.

The four Sources focus on the aims and role of the Queen in handling the religious settlement, especially in her relations with the Lords and the Commons. The Queen is described as prudent and cautious (Source A), pushed towards a more Protestant settlement than she really wanted (Source B), wanting a Protestant settlement but forced to compromise with the Catholics (Sources C and D). Only C and D refer to the Lords; both claim that they opposed the Queen's wishes.

B argues that the ultimate outcome depended crucially on radical Protestants in the Commons. C accepts that the crucial developments came from a Protestant-dominated Commons but attributes them not to returning exiles but to government supporters. Good answers will focus on the set of Sources as a whole as contributions to the debate. Evaluation should focus on the dates of publication of B, C and D which express the opposing views of the modern historical debate on the settlement.

The fact that we cannot know what Elizabeth's views were - for reasons which, as A shows, were clear to shrewd observers at the time - is of crucial importance. Answers which analyse the Sources, evaluate them both individually and as a set and demonstrate full awareness of the historical debate which they illustrate will be placed in Band A. These answers will deal confidently with the issue of historical interpretation. Band B answers will be mostly sound in dealing with historical interpretation but will be more uneven. Answers which display a greater tendency to focus on the Sources individually rather than as a set and a more limited awareness of the context of the historical debate will achieve Band C. A sequential discussion of the Sources with some limited comment will be placed in Band D. Answers which paraphrase the four Sources can achieve Band E.

**2 Consider the arguments for and against the claim that the role and nature of Parliament changed little during the reign of Elizabeth I. [45]**

Focus: Examination of the debate on the Elizabethan parliament.

Candidates should explain and evaluate differing views about parliament and especially the extent of change in its role and nature. A relevant issue of debate is whether the Commons became more powerful and assertive. The question requires an analytical approach. Full answers will consider the functions of parliament (taxation, legislation); the relative importance of Lords and Commons; composition of the commons; relations between crown and parliament; the question of opposition and the so-called Puritan choir; and the significance of the issues which arose (religion, the Queen's marriage, the succession, parliamentary privilege, monopolies). The demand for consideration of arguments for and against will be clearly addressed by answers in Bands A and B, though with some unevenness in Band B. For Band C awareness of arguments both ways is needed, but passages of analysis may be interspersed with purely descriptive material. Candidates who respond with a narrative of the main parliamentary sessions or an unfocused description of some of the functions of parliament or of some of the issues, lacking any consideration of change or continuity, which arose will gain a mark in the E Band.

**3 How far has the importance of the missionary priests in ensuring the survival of English Catholicism been exaggerated? [45]**

Focus: Evaluation of the effectiveness of the missionary priests.

The question requires an analytical approach focusing on the particular role of missionary priests and the factors affecting the survival of Catholicism in England. The reasons for, and extent of, the survival of English Catholicism and the forces working against it can be discussed (e.g. persecution, lack of leadership as Marian clergy died). The question raises two major issues of debate.

Was Catholicism (both recusant and within the Church) still strong in the mid-1570s or was it in a state of gradual decline under the pressure of conformity? And did the missionary priests reinvigorate it or did they concentrate their efforts too much on the wrong areas (the south and east) and the wrong people (the gentry)? Full answers should consider the aims and activities of these priests, government policies towards Roman Catholics between the settlement and the bull of excommunication; evidence for, and the extent of, survival of Roman Catholicism; the enactment of the penal laws and their enforcement in the 1570s and 1580s; the work of the seminary priests and the Jesuits; and government responses to the arrival of the missionary priests.

The demand for consideration of arguments for and against will be clearly addressed by answers in Bands A and B; those in Band A will provide address both of the major issues and provide full support for their analysis. For Band C awareness of arguments both for and against the importance of the missionary priests is needed, but there may be passages of description as well as analysis. Candidates who respond with a narrative either of the missions and the government's response to them or of the history of Catholicism in Elizabeth's reign will gain a mark in Band E, or Band D if there is some attempt to link the narrative to the question. Such answers will typically be limited to one side of the debate - probably asserting that the missions succeeded in preserving Catholicism.

## Oliver Cromwell

### 1 (a) How effectively does Source C deal with the charges of ambition made against Cromwell in Source A? [15]

Focus: Explanation and evaluation of two different views.

Candidates will be expected to make use of both Sources and to draw real comparisons between them. Their contents will also need to be tested against contextual knowledge and evaluated. The broad difference is that Source A condemns Cromwell for his ambition whilst C finds other explanations for his actions. The charges in Source can be explained; it might be argued that Ludlow's criticisms are less effective because of his open opposition to Cromwell. Wedgwood seems to seek a balance. Her original judgements, written in 1939, were revised in 1973 and she is aware of changing judgements and historical circumstances which affect interpretation. However, her argument is somewhat general and this, it might be argued, limits its effectiveness. Band A answers will be confident in discussing both of the Sources; Band B answers will be mostly sound but will be more uneven. Whilst missing a number of the points mentioned above, Band C answers will try to combine description with some comment. Band E can be awarded for a basic awareness of differences between the two Sources.

### (b) Using Sources A to D, explain why Cromwell has continued to arouse controversy among historians. [30]

Focus: Evaluation of the Sources in the context of historical interpretations of Cromwell.

Band A - B answers will make full use of all four Sources, testing them against contextual knowledge and evaluating their usefulness. They will show an appreciation of the current range of controversies about Cromwell. The focus will be on historical interpretation. Source B indicates his problem in moving from army to parliamentary support.

Whilst Sources A and C offer contrasting views about personal ambition, Source D is particularly useful in offering a range of examples of the dilemma which Cromwell faced. Answers which analyse the Sources, evaluate them both individually and as a set and demonstrate full awareness of the historical debate which they illustrate will be placed in Band A. Answers which display a greater tendency to focus on the Sources individually rather than as a set and a more limited awareness of the context of the historical debate will achieve Band C. A sequential discussion of the Sources with some limited comment will be placed in Band D. Answers which paraphrase the four Sources with basic comments about interpretation can achieve Band E.

### 2 How valid is the judgement that Cromwell was 'the lost leader of the English Revolution'? [45]

Focus: Assessment of a view of Cromwell.

Candidates studying this topic should be well aware of the implications and demands of this question. The term 'lost leader' implies that Cromwell betrayed the causes he had represented, whilst the phrase 'English Revolution' puts a particular slant on the period. Such an interpretation was given by some of his contemporaries as well as by some historians - the idea that Cromwell abandoned his earlier radicalism on rising to power himself. Answers might consider issues such as Cromwell's attitude to the monarchy, his dealing with radicals and the sectaries and his stance on religious toleration. The demand for consideration of arguments for and against the claim in the question will be clearly addressed by answers in Bands A and B, though with some unevenness in Band B. For Band C awareness of arguments both ways is needed, but passages of analysis may be interspersed with purely descriptive material. Candidates who respond with a bare but mostly relevant narrative will gain a mark in the E Band.

**3 Assess the possible ways of understanding Cromwell's policy and actions in Ireland. [45]**

Focus: Evaluation of different views about Cromwell's Irish policy.

The question requires particular reference to the Cromwell's expedition to Ireland in 1649 - 50 and attention to events at Drogheda and Wexford. However, this period needs to be put into the broader context of contemporary English views of Ireland and events there, for example the Irish Rebellion of 1641, and subsequent Cromwellian policy to Ireland. The question offers good opportunities for examining controversy and conflicting interpretations with the events of 1649 - 50 being etched particularly sharply on Irish consciousness.

His policies might be seen as typical English reaction or to the feeling that swift, ruthless action was needed to prevent a long conflict at a time of pressing problems in England, even that it reflected a personal crisis in Cromwell. Some might refer to Cromwell's belief in divine providence. The demand for consideration of different arguments will be clearly addressed by answers in Bands A and B; those in Band A will provide address the major issues and provide full support for their analysis. However, the Module does not demand reference to any individual historians but of an awareness of debate. Nevertheless, accurate discussions of individuals writers will be given credit. For Band C, awareness of the issues involved will be apparent as well as description. Candidates who respond with a mostly relevant narrative or very highly descriptive account will gain a mark in Band E, or Band D if there is some attempt to link the narrative directly to the question.

## Peter the Great

- 1 (a) Explain the different historical judgements in Sources B and D about the impact of warfare upon the Russian people. [15]**

Focus: Explanation and evaluation of two different views.

The question points candidates to more than comparisons of the two Sources; the key phrase is 'different historical judgements'. Candidates will be expected to make use of both Sources with interpretative comparisons between them. Their contents will also need to be tested against contextual knowledge and evaluated. Source B claims that Peter's military requirements brought about major changes but, as the country's economy was basically agrarian, most people were unaffected by war and resulting industrialisation. However, Source D argues that the impact on Russian society was immense. He stresses that the size of the army, the navy, the financial burden on the people and the long years of war all took their toll on the people. Each historian bases his interpretation on a different points of emphasis: Anderson sees the significance of social conditions whereas Marshall sees war as the more important agent of change. Candidates who can identify, draw out and explain these differences should be awarded Bands A or B; Band B answers will be mostly sound but will be more uneven. Whilst missing a number of the points mentioned above, Band C answers will try to combine description with some comment. Band E can be awarded for a basic awareness of differences between the two Sources.

- (b) How far, and why, do Sources A to D offer different interpretations of an 'economic revolution' in Russia under Peter the Great? [30]**

Focus: Evaluation of historical interpretations of economic change in Russia.

Each of these Sources provides some comment on the nature of Russia's economic performance under Peter I. Source A raises doubts concerning the state of Russia's manufacturing industries and the date and official decree suggests that there were problems. Source B, whilst asserting that an industrial revolution was taking place, points out the backward conditions in agriculture and the poor state of the peasant society. Sources C and D are generally more positive in acknowledging the scale and speed of economic change. Band A or B answers will make good use of all four Sources, testing them against contextual knowledge and evaluating their usefulness although Band B answers will be more uneven. They will be successful in explaining issues about historical interpretation which are relevant to the problem. Answers which display a greater tendency to focus on the Sources individually rather than as a set and a more limited awareness of the context of the historical debate will achieve Band C. A sequential discussion of the Sources with some limited comment will be placed in Band D. Answers which paraphrase the four Sources can achieve Band E.

**2 Consider the arguments for and against the view that Peter's social reforms were largely unsuccessful because they were rejected by most ordinary Russians. [45]**

Focus: Assessment of a view of Peter the Great's reforms.

Candidates need to decide how successful were Peter's social reforms and a key issue is how to measure success. These can be explained in terms of their application to different groups and classes. However, candidates cannot be expected to know anything specific of future developments. Opposition to the reforms, especially cultural, religious and social, were strong and constant, impeding success. Historians differ in their assessment and different conclusions will also be valid for candidates. The demand for consideration of arguments for and against the claim in the question will be clearly addressed by answers in Bands A and B, though with some unevenness in Band B. For Band C awareness of arguments both ways is needed, but passages of analysis may be interspersed with purely descriptive material. Candidates who respond with a bare but mostly relevant narrative will gain a mark in the E Band.

**3 'Peter's military and naval achievements owed more to the weakness of his enemies than to the strength of Russia.' Discuss this view. [45]**

Focus: Evaluation of a view of Peter the Great's military and naval achievements.

Candidates may set the early failures against later successes and answers can consider the fluctuating political alliances on the Baltic, the limitations of Charles XII's Swedish empire, Denmark's declining fortunes, the embryonic development of Brandenburg-Prussia and Peter's failure to defeat Turkey. The enormous cost can be discussed. However, Russia could never again be ignored internationally. The demand for consideration of different arguments will be clearly addressed by answers in Bands A and B; those in Band A will provide address the major issues and provide full support for their analysis. However, the Module does not demand reference to any individual historians but of an awareness of debate. Nevertheless, accurate discussions of individual writers will be given credit. For Band C awareness of the issues involved will be apparent as well as description. Candidates who respond with a mostly relevant narrative or very highly descriptive account will gain a mark in Band E, or Band D if there is some attempt to link the narrative directly to the question.





**Oxford Cambridge and RSA Examinations**  
**Advanced GCE**

**HISTORY**

**HISTORICAL INVESTIGATIONS 1799-1955**

**2589**

**Specimen Paper**

Additional materials:  
Answer paper

**TIME** 1 hour 30 minutes

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided

If you use more than one sheet of paper, fasten the sheets together.

This paper contains questions on the following seven Options:

- Napoleon I
- Gladstone and Disraeli 1846 – 80
- Bismarck and the Unification of Germany 1858 – 71
- Roosevelt's America 1920 – 41
- Lenin and the Establishment of Bolshevik Power 1903 – 24
- Chamberlain and Anglo-German Relations 1918 – 39
- Stalin and the Cold War 1941 – 55

Each Option has three questions.

Answer **Question 1** and **one** other question from **one** option.

**INFORMATION FOR CANDIDATES**

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

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

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

You are advised to spend equal time on the Source question and the essay you select.

In answering the Source question, you are expected to use your knowledge of the topic to help you explain and evaluate the interpretations in the Sources, as well as to inform your answers.

You are allowed to use the printed Sources to strengthen your essay answer.

### Napoleon I

Candidates should answer **Question 1** and **one** other question.

- 1 (a) Account for the differences between Source **A** and Source **B** as historical assessments of Napoleon. [15]
- (b) Explain which of Sources **A** to **D** provides the most convincing interpretation of the relationship between Napoleon and the French Revolution. [30]
- 2 How valid is the view that Napoleon's foreign policy was largely determined by a search for personal glory? [45]
- 3 Consider the arguments for and against the claim that Napoleon should be remembered as a great man. [45]

**[Total: 90 marks]**

## Napoleon: the Son of the Revolution?

**Source A:** A summary of the views of Madame de Stael.

*Madame de Stael's salon in Paris attracted prominent critics of Napoleon. She was exiled by Napoleon in 1803. She was an admirer of the ideals of liberty and enlightened, moderate reform.*

Napoleon comes to the fore as a soldier. The principles of political warfare do not interest him. He destroys republican idealism, first in the army, then, with the help of the army, in the State. He is the complete egoist, for whom human sympathy does not exist, for whom men are despised tools, pieces on a chess board. He is a foreigner among the French. Having no faith and no fatherland, he pursues no other purpose than his own greatness. He is the sly Machiavellian, who promises peace, but who, when once power is in his hands, can do nothing but make war. He is a man for whom religion and literature mean nothing, except in so far as they minister to his greatness or his power, and under whom both must wither. In short he is the tyrant.

*This summary is from Peter Geyl's Napoleon: For and Against, published 1949*

**Source B:** The reported view of a nineteenth-century French historian.

*Thiers was a journalist and politician who wrote a 20 volume history of Napoleon between 1845 and 1868. The early volumes, from which this summary was drawn, was written at the time of the growth of the Napoleonic Legend in the 1840s.*

For Thiers the peak of Napoleon's career came at the outset: 'The man who ruled France from 1799 to 1815, knew, no doubt, days of intoxicating glory in the course of his career, but surely neither he himself nor the France over which he cast his spell ever again lived through such days as these, days whose greatness was accompanied by so much wisdom, and by that wisdom which prompts the hope of durability.' These words follow his account of the bringing of law and order, of victory (Marengo), of peace (Luneville and Amiens), of reconciliation (the Concordat and the amnesty), and his description of the public's amazement at the part played by the young soldier in the Council of State towards the completion of the new Civil Code. He sees in him, in accordance with Napoleon's own view of himself, the consolidator of the Revolution at home and its promoter abroad.

*This is Peter Geyl's summary in Napoleon: For and Against, published 1949, although it includes a quotation directly from volume 1 of Thiers' work*

**Source C:** A modern historian discusses the relationship between Napoleon and the French Revolution.

The revolutionary ideals of freedom and equality, the notion of popular sovereignty, the goal of rational administration and the rule of law, the liberation of Europe from feudal oppression, and above all the poisoned legacy of war time: all these inheritances formed the basis of his power, and at the same time limited his options. The lasting contributions of Napoleon Bonaparte were those made when his personal destiny conformed with the needs of France and of its revolutionary history. As First Consul, Bonaparte's persona was that of creative statesman, the lawgiver who brought France peace, reconciliation, and the consolidation of the Revolution's social reforms. After 1804, he was transformed into the Emperor Napoleon, more authoritarian, concerned to protect his dynasty and eager to dominate Europe itself. A final transformation occurred in 1815, when the circumstances of the Hundred Days forced a new metamorphosis into Napoleon the liberal.

Throughout this evolution two main themes stand out. Napoleon was the founder of the modern state. His regime was also the fulfilment of the bourgeois Revolution of 1789-99.

*M. Lyons, Napoleon Bonaparte and the Legacy of the French Revolution, published in 1994*

**Source D:** Napoleon describes his relationship to the Revolution and his achievements.

Let me charge you to respect liberty; and above all equality. With regard to liberty, it might be possible to restrain it in a case of extremity, but heaven forbid that we should ever infringe upon equality! It is the passion of the age; and I wish to continue to be the man of the age! The great battle of the century had been won and the Revolution accomplished; now all that remained was to reconcile it with all that it had not destroyed. That task belonged to me. I became the arch of the alliance between the old and the new, the natural mediator between the old and the new orders. I closed the gulf of anarchy and cleared away the chaos. I purified the Revolution.

*Extract from Napoleon's Memoirs, written in exile on St Helena, 1816- 1821, quoted in Andrina Stiles, Napoleon, France and Europe, published 1993*

## Gladstone and Disraeli 1846 - 80

Candidates should answer **Question 1** and **one** other question.

- 1 (a) Explain which of Source **B** and Source **D** is the more convincing judgement on Gladstone as a reformer in the government of 1868-74. [15]
- (b) Using Sources **A** to **D**, examine the reasons for different historical interpretations of the reputation of Gladstone's Great Ministry of 1868-74. [30]
- 2 'Tory democracy was a fraud, honest probably, but a fraud nonetheless.' (Lord Rosebery)  
Consider the arguments for and against this Liberal view of Disraeli as a party leader and Prime Minister between 1867 and 1880. [45]
- 3 How valid is the view that the main differences between Gladstone and Disraeli were in foreign and imperial issues? [45]

[Total: 90 marks]

## The Debate on the Great Ministry: Gladstone as Prime Minister

**Source A:** John Bright a nineteenth-century Liberal radical, gives a positive verdict on the Ministry of 1868-74.

Another great principle has been established - that public office shall not henceforth be bought by the rich to the exclusion of those that are less rich, or are poor.

There is another principle that has been established and that is that a secret ballot is the right of the electors ... The State has admitted its responsibility for the education of the people by public grants, by rates and the partial application of the power of compulsion.

These five years are memorable years and its measures will bear comparison with those of any government which has ever preceded it. A few years ago it was thought an impossible thing to remove an Established Church, and yet an Established Church has been removed.

*John Bright in a Birmingham speech, 1873*

**Source B:** A recent historian argues that Gladstone was a reluctant reformer.

Buoyed up by the great Nonconformist revival of the 1860s, Dissenters saw the victory of 1868 as the occasion for an assertion of the political priorities of Nonconformity: general disestablishment, abolition of university tests, a Burials Bill.

The disestablishment of the Anglican Church would lead to social and political equality in the same way that Peelite finance had led to fiscal and economic equality. Allied to these proposals were those of the intellectuals, especially demanding educational reform, the abolition of university tests, the ballot, and equality of opportunity in entrance to the Civil Service. Most of these Gladstone regarded with caution, and some with hostility. He particularly disliked the complete repeal of university tests, which he succeeded in avoiding in its extreme form. He also regretted the introduction of the ballot which he came to see as unavoidable but with a 'lingering reluctance', and whose various delays he contemplated with some satisfaction, partly because the issue helped to hold the party together in 1871 and 1872.

*H. C. G. Matthew, Gladstone 1809-1874, published in 1988.*

**Source C:** A recent historian suggests that Gladstone's role was more a question of balance and compromise.

Given the problems which it faced, what is remarkable about Gladstone's first ministry of 1868-74 is not that it ultimately fell into disarray, but that it functioned successfully for so long. The nature of the demands of the various sections within the party meant that none of them was likely to be completely satisfied with the compromises which government ministers felt it necessary to construct to retain broad-based support. Assessments of Gladstone's role during these difficult years must not lose sight of this continuing susceptibility to sectionalism and the undeniable fact that the problems which the party experienced with him as leader were nothing to those which it would have faced without him. His leadership strategy in such circumstances revolved around two central requirements: the delivery of just enough in the way of legislative action and political rewards to stave off outright revolt by any section, and the support of causes under whose banner all could enthusiastically unite to bully into submission a hostile, Tory-dominated House of Lords and to appeal confidently to the electorate for continued support.

*M. Winstanley, Gladstone and the Liberal Party, published in 1990*

**Source D:** Another recent historian sees him as a forceful reformer.

Gladstone's particular political concerns were with finance, religion and the immorality of coercive or careless government: everything else in politics was to him just mundane administration. His economising zeal, his foreign policy, his instincts about Ireland, his hostility to clumsy parliamentary interference with the doctrine and discipline of his beloved Church of England, all took the form they did because of his drive to eradicate incompetent, boastful over-government. The problem for the Liberal Party was that these attitudes could be very controversial, because of Gladstone's own forcefulness in promoting them ... His zeal for purification, superimposed on his Peelite inheritance, created a new conception of politics organised around an endless agenda of business.

*J. Parry, The Rise and Fall of Liberal Government in Victorian Britain, published in 1995*



## Bismarck and the Unification of Germany 1858 - 71

Candidates should answer **Question 1** and **one** other question.

- 1 (a) How far does Source **C** challenge Taylor's interpretation in Source **B** of Bismarck's aims in 1870? [15]
- (b) Using Sources **A** to **D**, assess how far modern historians accept Bismarck's explanation of his role in the outbreak of the Franco-Prussian War of 1870-71. [30]
- 2 How important was the development of the Zollverein to the unification of Germany? [45]
- 3 Explain which was the most important principle upon which the German Empire of 1871 was founded: liberalism, nationalism or conservatism. [45]

**[Total: 90 marks]**

## The Role of Bismarck in the outbreak of the Franco-Prussian War of 1870-1

**Source A:** Bismarck comments on the diplomatic crisis which resulted from the premature publication of the news of the acceptance of the Spanish Crown by Frederick of Hohenzollern.

We have in fact no intention of interfering in Spanish affairs and there is no question of our support when Prussia has no concern in the matter. If France wants to interfere that is her business, if she wants to make war on us because the Spaniards elect a German as a King, it would be quite unjustifiably quarrelsome. We shall never wage a war of the Spanish succession and the whole controversy is premature as long as the Cortes [i.e. the Spanish Parliament] have not voted. Should the French attack us, however, we shall of course resist.

*Adapted from Bismarck's letter to the Prussian ambassador in London, July 1870*

**Source B:** A mid-twentieth century British historian denies that Bismarck planned the war.

There is a simple defence of Bismarck's policy in 1870: he did not provoke war at all, except in the narrowest sense of exploding it at the last moment. Later on, when the war had become a national legend, Bismarck tried to take the credit for it; but it was unearned. Of course the Hohenzollern candidature was of his making. Its object was to act as a check on France, not to provoke her into war. His encouragement of or indifference towards the Spanish affair varied inversely with Franco-Prussian entente. But the candidature was primarily not a move in foreign policy at all. Bismarck's overriding concern was with southern Germany; and a Hohenzollern on the Spanish throne was designed to raise Prussian prestige south of the Main.

*A.J.P. Taylor, Bismarck and Europe, published in 1952*

**Source C:** A mid-twentieth century historian sees Bismarck as having a major responsibility in starting the Franco-Prussian war.

What did Bismarck intend to achieve with the Hohenzollern candidature? The known evidence does not present a conclusive answer. In none is there any direct proof that the chancellor expected war to develop out of the Spanish affair. Nor do the documents show absolutely what he expected to achieve if his end were not war. The answer must be reasoned from the general situation, his actions and what we know of his political technique.

Clearly the Hohenzollern candidacy was an offensive act. It is false to argue that his aim in May 1870 was to gain an ally for the coming crisis with France.

He deliberately set sail on a collision course with France with the intent of provoking either war or a French internal collapse. The partisans of his innocence ask us to believe a most improbable case: that the shrewdest diplomatic mind of recent history permitted Germany to be drawn into a war which he was eager to avoid. The man who in 1863, 1865 and 1867 had known how to approach the brink and yet save the peace when it was wise to do so found it impossible to manoeuvre his way out of a situation of his own making in the summer of 1870 without resort to violence.

*Adapted from O. Pflanze, Bismarck and the Development of Germany, published in 1963*

**Source D:** A twentieth-century German historian sees Bismarck as willing to go to war but the war as unnecessary to the unification of Germany.

In July 1870 each side [Prussia and France] tried to outdo each other. To an unimportant though foolish French demand Bismarck replied with a statement that to our violent age seems almost laughably harmless. The French regime wanted a cheap humiliation of Prussia or, if that was impossible, war. Bismarck also certainly preferred war to such a humiliation; particularly as he regarded war as inevitable anyway and because it would open up a satisfactory avenue along which he could pursue policies which would otherwise reach a dead end. For the attainment of the Prussian goal, the establishment of a 'little' Germany, no war against France was or should have been necessary

*G. Mann, The History of Germany since 1789, published in 1968*

## Roosevelt's America 1920 - 41

- 1 (a) Analyse the differences between the judgements in Sources **B** and **D** about what the New Deal achieved. [15]
- (b) Using Sources **A** to **D**, explain why the New Deal has continued to be an issue of debate among historians. [30]
- 2 Consider the arguments for and against the claim that the Great Depression was already well under way before the Wall Street Crash happened in October 1929. [45]
- 3 To what extent was isolationism the result of economic problems in America between the wars? [45]

**[Total: 90 marks]**

## Views of the New Deal

**Source A:** A former Republican President criticises the New Deal in a speech delivered during the 1936 Presidential election campaign.

Through four years of experience, this New Deal attack upon free institutions has emerged as the most important issue in America. All the men who are seeking mastery in the world are using the same weapons. Their philosophy is founded on the coercion and compulsory organisation of men. Their ideas are not new. Most of them had been urged on me.

I rejected the notion of 'economic planning' to regiment and coerce the farmer. That was born of a Roman despot 1,400 years ago and grew up into the AAA. I refused national plans to put the business of government in competition with its citizens. That was born of Karl Marx. I vetoed the idea of recovery through stupendous spending to prime the pump. That was born of a British professor [Keynes].

*Speech by Herbert Hoover, 1936*

**Source B:** A New Left historian suggests that the New Deal did not achieve fundamental change.

When the reform energies of the New Deal began to wane around 1939 and the Depression was over, the nation was back to its normal state: a permanent army of unemployed and twenty or thirty million poverty-stricken people effectively blocked from public view by a high, prosperous and fervently consuming middle class.

What the New Deal did was to refurbish middle-class America, which had taken a dizzying fall in the Depression, to restore jobs to half the jobless, and to give just enough to the lower classes (a layer of public housing, a minimum of social security) to create an aura of good will.

*H. Zinn, New Deal Thought, published 1966*

**Source C:** An historian surveys the debate about the accomplishments of the New Deal.

Conservative critics of Roosevelt condemned his radicalism, and during his lifetime and shortly thereafter one frequently read of the 'Roosevelt Revolution'. With the lengthening of perspective, historians began to label him more commonly as a progressive rather than a radical. In possibly saving America by a relatively mild injection of socialism, he may have averted a violent overture and thus saved the capitalist system. He may have headed off collectivism by a major dose of reformism.

Writers of the radical New Left have downgraded the extent of Rooseveltian reform. In particular they have stressed the opportunities for socialistic change that were not pushed, and have written off the New Deal as a holding operation for American capitalism. More specifically, critics charge that Roosevelt short-changed the 'forgotten men', especially labourers, unemployed blacks, unskilled workers and slum dwellers.

*T. A. Bailey, Probing America's Past, Volume II, published 1973*

**Source D:** Another historian provides a positive assessment of the New Deal.

Despite its failure to end the Depression, the New Deal stands as one of the most creative periods in American political history. The United States survived the worst extended economic downturn in its history with its political system intact, indeed strengthened, at a time when democracy was under siege throughout the world. The federal government accepted the responsibility for intervening in economic life when private initiatives faltered and for protecting and promoting key elements of the welfare of its citizens. America's welfare state was born during the Great Depression of the 1930s.

The New Deal's accomplishments, while substantial, went only so far. Federal programmes remained small, benefits limited and temporary. Not everyone benefited equally from the New Deal programmes but the majority of Americans in the 1930s were simply too grateful for federal aid to complain that it did not go further. Such federal assistance, coming at a time when many citizens had few, if any, personal resources to fall back on to deal with unemployment, illness and old age, was often the difference between survival and going under.

*D. Nasaw, The Course of United States History, Volume II: From 1865, published 1987*

## Lenin and the Establishment of Bolshevik Power, 1903 - 24

Candidates should answer **Question 1** and **one** other question.

- 1 (a) Explain why, and how far, Service in Source **C** challenges McCauley's judgement in Source **B** of Lenin's methods. [15]
- (b) How far do the modern historical interpretations of Lenin in Sources **B** to **D** agree with Gorky's contemporary view in Source **A** that Lenin was a gifted man who led the Russians to destruction? [30]
- 2 Consider the arguments for and against the claim that Stalin depended on the dictatorship already established by Lenin. [45]
- 3 How far can Trotsky's failure to succeed Lenin be accounted for by the suggestion that, unlike Stalin, Trotsky lacked the necessary character and attributes to become Lenin's heir? [45]

[Total: 90 marks]

## The Assessment of Lenin

**Source A:** A contemporary warns the Russian people about Lenin.

Lenin is a very gifted man who has all the natural qualities of a leader, including those two essential ones: lack of morality and a merciless, lordly harshness towards the lives of the masses. As long as I am able, I will repeat to the Russian proletariat, 'You are being led to destruction, you are being used as material in an inhuman experiment; to your leaders you are not human'.

*M. Gorky, writing at the time of the Russian Revolution, 1919*

**Source B:** An historian describes the methods of Lenin's secret police, the Cheka.

The Cheka, freed from all legal constraints, became a fearful organ of Bolshevik power. Each provincial section of the Cheka developed its own favourite methods of torture and murder. In Kharkov they scalped their prisoners and took the skin, like gloves, off their hands. In Voronezh they placed a naked prisoner in a barrel punctured with nails and then set it in motion down a hill. They burnt a five pointed star into the forehead and placed a crown of barbed wire around the neck of priests. In Tsartisyn and Kamyshin they severed bones with a saw. In Poltava they impaled eighteen monks and burnt at a stake peasants who rebelled. In Ekaterinslav they crucified priests and stoned them. In Odessa they boiled officers and ripped them in half. In Kiev they placed them in a coffin with a decomposing corpse, buried them alive and then after half an hour dug them out.

*M. McCauley, The Soviet Union Since 1917, published 1981*

**Source C** An historian analyses Lenin's role, contrasting him to Stalin.

Lenin was not the Devil incarnate. He genuinely adhered to at least some ideals which even non-socialists can see as having been designed to benefit the mass of humanity. Lenin wanted to bring about not a permanent dictatorship, but a dictatorship of the proletariat which would eventually eradicate all distinctions of social and material conditions and would rely decreasingly upon authoritarian methods. Ultimately Lenin wanted to abolish not only the secret police and the army but the whole state as such. If Lenin was therefore to be miraculously brought back to life from under the glass case in his mausoleum, he would have been appalled at the use made of his doctrines by Stalin. Lenin was no political saint. Without him, Stalin could not have imposed Stalinism institutionally and ideologically on Soviet Russia. Lenin laid the foundations for a Stalin. But the passage from Leninism to the worst horrors of Stalinism was not smooth and inevitable.

*R. Service, Lenin: Individual And Politics in the October Revolution, published 1991*

**Source D:** Another historian gives a different analysis of Lenin's role, comparing him with Stalin.

Lenin was a practical, determined and single-minded politician, who was quite prepared to destroy opposition and change course in order to keep power in the hands of the party that he believed had the only correct view of history. Without doubt Lenin was a different character from Stalin. It would be a serious mistake to pretend they were the same. Lenin never held as much power as Stalin, or treated the party with the brutality of Stalin. In personal relationships he was not obsessed with revenge, like Stalin. Nevertheless, Lenin put in place many of the structures of government which made Stalin possible. He made Russia a one-party state: he refused to share power; he created a secret police; he would allow no opposition; he set up the first Soviet concentration camps. If Lenin and Stalin were not entirely the same, then they were not entirely different either.

*M. Whitcock, Building A New Russia: Lenin in Power 1917-24, published 1993*

### Chamberlain and Anglo-German Relations 1918 - 39



Candidates should answer **Question 1** and **one** other question.

- 1** (a) Explain which of Source **C** and Source **D** is the more convincing historical judgement of the reasons why the policy of appeasement was adopted. [15]
- (b) Using Sources **A to D**, explain why the wisdom of the policy of appeasement has caused disagreement between historians. [30]
- 2** Assess the extent of the support in Britain for the policies to Germany which were pursued in the 1930s. [45]
- 3** Why did Poland become the occasion for the outbreak of war in 1939? [45]

[Total: 90 marks]

## The Argument about Appeasement

**Source A:** An historian analyses the international situation in the late 1930s.

Britain's allies in the 1930s were no armour against the dictators. Chamberlain had serious doubts about the value of the French. The United States offered no salvation. The extension of the Neutrality Act in 1936 confirmed American isolation and made it impossible for the United States to supply arms. The Soviet Union was a potential ally but Chamberlain was deeply suspicious of Stalin's motives and in no sense wanted to assist the Soviet state.

*A. P. Adamthwaite, The Makings of the Second World War, published 1977*

**Source B:** An historian analyses Chamberlain's motives for appeasing Hitler.

Chamberlain felt sure that a British statesman could make all the difference between war and peace in Europe. It was essential to find out what the Nazis wanted, what they would accept as the price of peace and (if necessary) give it to them before they dragged the continent into war. This was Chamberlain's strategy for dealing with Hitler. The strategy was summed up in one word - 'appeasement'. For the most part Chamberlain's desire to avoid war matched the anxiety of the British people about being brought into a conflict like that of 1914-18. To this was added the new awareness that bombers could bring the war to their cities.

On 30 September 1938, Chamberlain returned triumphantly to London, bearing his piece of paper. He received a hero's welcome. That evening he declared from Downing Street, 'I believe it is peace for our time'.

*T. Howarth, Twentieth Century History, published 1979*

**Source C:** An historian analyses Britain's military position in the 1930s.

Years of under-funding had left Britain and its empire in a dreadfully weak position militarily - as the service chiefs were eager to explain after 1932, when the first attempts to assess the defence requirements of the empire were made. A whole series of reports were then laid before a worried Cabinet for the next six years, always with the same depressing message. The Royal Navy was incapable of sending a main fleet to Singapore and of maintaining a one-power standard in European waters (hence the Admiralty's concern to restrain German naval rearmament by the 1935 treaty). There was not one adequately defended base throughout the entire empire. A minuscule army could not possibly play a role in preserving the European equilibrium. Above all, perhaps, there was the weakness in the air; far from the British being in a position to deter Germany by means of a long-range bomber force, it seemed much more vulnerable to aerial attack from the imposing Luftwaffe. Going to war against one of the dictator states would be difficult enough; fighting all three was impossible.

Appeasement was the only solution.

*P. Kennedy, Appeasement, published 1986*

**Source D:** An historian analyses the political difficulties facing the Conservative Party in the 1930s.

Baldwin and Chamberlain had committed the Conservative Party in 1935 to a programme of social expenditure and house-building which they were reluctant to abandon for a rearmament programme. Labour's attitude to even limited rearmament provoked Chamberlain to write that 'All the elements of danger are here... I can see that we might easily run into a series of crippling strikes and finally the defeat of the government'. In 1935 business leaders also warned Chamberlain that they would only co-operate with large-scale rearmament on their own terms. All of this put pressure on the government to tread warily with rearmament and to seek a settlement of outstanding international issues.

*R. J. Overy, The Origins of the Second World War, 1987*

### Stalin and the Cold War 1941 - 55

Candidates should answer **Question 1** and **one** other question.

- 1** (a) Explain which of Sources **A** and **C** is the more convincing interpretation of Soviet actions in Poland in 1945. **[15]**

(b) Assess the comparative value of Sources **A to D** as interpretations of the reasons for the break-up of the USA and USSR's wartime alliance in the late 1940s. **[30]**
- 2** Consider the arguments for and against the claim that the USSR's actions in Poland, Czechoslovakia and Berlin up to 1949 prove that the USSR did start the Cold War. **[45]**
- 3** How far can Marshall Aid be seen as an attempt by the USA to dominate Europe in the late 1940s? **[45]**

**[Total: 90 marks]**

## Arguments between the Great Powers

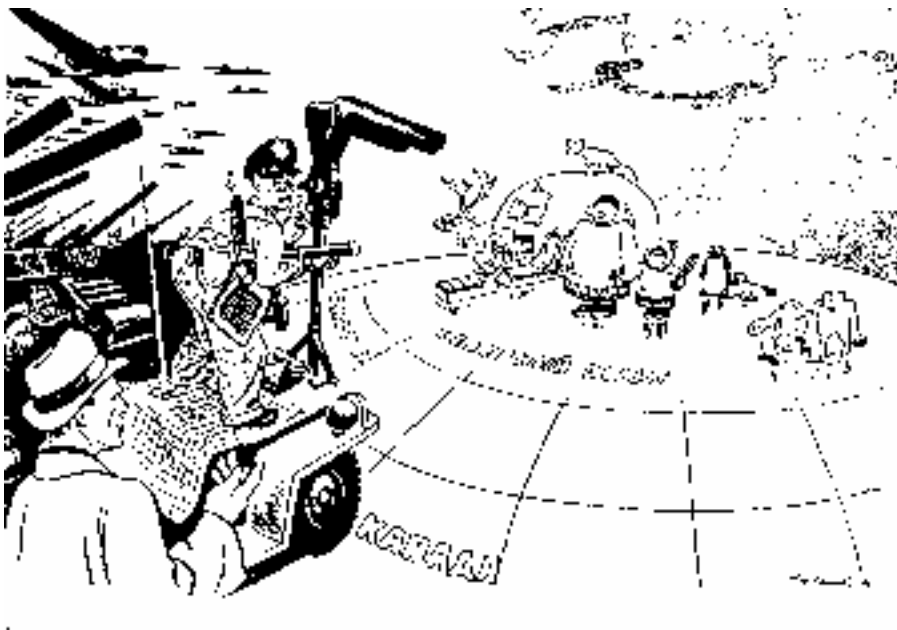
**Source A:** Churchill writes to Roosevelt warning him about the USSR's actions in Poland.

Once it is seen that we have been deceived and that the well-known communist technique is being applied behind closed doors in Poland, either directly by the Russians or by their Lublin puppets, a very grave political situation will have been reached in Europe.

Molotov clearly wants to make a farce of consultations with the 'non-Lublin' Poles. He also wants to prevent us from seeing the liquidations and deportations that are going on in Poland, and not to notice the setting up of a totalitarian regime even before elections are held. I think that you will agree with me that far more than the case of Poland is involved. I feel that this is the test case between us and the Russians of the meaning to be attached to such terms as Democracy, Sovereignty, independence, Representative Government and free and unfettered elections.

*Winston Churchill, from a letter to President Roosevelt, 1945*

**Source B:** A Russian view of the threat posed by the USA in 1947.



*The ordinary American is asking the American general why there is so much American military activity in an uninhabited area. The General is saying, 'Can't you see the enormous concentration of enemy forces right there?'*

*A Soviet cartoon, 1947*

**Source C:** A Russian comments on Stalin's motives in Poland in 1945.

Britain went to war (in 1939) so that 'Poland should be free and sovereign', said Churchill. Britain's only interest, he assured the other Allied leaders, was 'one of honour because we drew the sword for a free Poland against Hitler's brutal attack'.

Stalin, however, was still interested in practical political and military arithmetic. 'For Russia it is a question of national security, not only because we are on Poland's frontier but also because, throughout history, Poland has always been the corridor used by our enemies for attacks on Russia. Twice in the last thirty years our German enemy has passed through this corridor'.

*D. Yeczin, Shattered Peace, 1977*

**Source D:** An historian analyses the historiography of the Cold War.

Historians have discerned three key stages in the historiography of the Cold War.

Stage 1: The Orthodox View

This developed among the Western historians in the late 1940s and early 1950s. The view developed then that the Soviet Union bore responsibility for both the outbreak and continuation of the Cold War. The Soviet state was seen as cold, malevolent and expansionist. This evil, communist regime was seen as intent on spreading the gospel of Communism as far as possible.

Stage 2: The Revisionist View

This school of historians - mainly Americans - took the different view that the United States had initiated and sustained the Cold War. They claimed that the USA had misunderstood and over-reacted to Soviet actions in the 1940s. They said that the Soviets were motivated not by expansionist aims but by priorities of their own defence and security. This view was sustained in the late 1960s and early 1970s by America stepping up its ill-fated intervention in Vietnam.

Stage 3: The Post Revisionist View

In the late 1980s, for the first time a view emerged which did not seek to ascribe blame. This more sophisticated notion suggested that the Cold War was the product of mutual suspicion and over-reaction.

*J. Traynor, Europe 1890 - 1990, 1991*

**Oxford Cambridge and RSA Examinations**

**Advanced GCE**

**HISTORY**

**HISTORICAL INVESTIGATIONS 1799 - 1955**

**2589**

**Mark Scheme**

**See also Appendix D: Generic Mark Bands: Units 2587, 2588 and 2589.**

## QUESTION SPECIFIC MARK SCHEME

UNIT 2589

HISTORICAL INVESTIGATIONS 1799 - 1955

### Napoleon I

- 1 (a) Account for the differences between Source A and Source B as historical assessments of Napoleon.** [15]

Focus: Explanation and evaluation of two different historical interpretations.

We should expect better answers not only to point out the differences in interpretation between the two Sources [Source A damning, Source B praising] by reference to the text, but also to make use of the information given as to provenance of both Sources as well as any relevant contextual knowledge the candidates have which may help explain why the two commentators have come to different conclusions. This knowledge may be in the form of suggesting evidence to sustain either view. Some may also point out that Source B is referring only to the early part of Napoleon's career, whilst Source A is an overall summary of Napoleon. Some may also point out that these Sources represent one historian's summary of others' views. Band A responses will include most of these ideas with effective use of the information given and some context. Band B answers will be mostly sound but will be more uneven. Band C responses will still provide a reasonable answer to the question and some of the key areas will be addressed, but there may not be either close reasoning or full coverage. Band E responses will make comments on the content of the Sources and make some basic comparison. Evaluation will be sparse.

- (b) Explain which of Sources A to D provides the most convincing interpretation of the relationship between Napoleon and the French Revolution.** [30]

Focus: Evaluation of the Sources in the context of the historical debate about the relationship between Napoleon and the French Revolution.

'Most convincing' involves judgements about priorities which the better answers will explain and justify. We can expect candidates to point out that one view given (Source D) is that of Napoleon himself, dictated on St Helena as part of his creation of his own legend. This might undermine its usefulness in providing a real insight into what Napoleon really felt/did, but candidates could set this in context and test its validity. Source A suggests that Napoleon is the antithesis of the Revolution - a tyrant who has undermined and perverted all it stands for. Madame de Stael, as a prominent citizen renowned for her salons, is in a good position to comment but her view is coloured because of her own particular interpretation of the Revolution and arguably Napoleon's persecution of her. The Source's emotional condemnation of Napoleon as all bad undermines the credibility of her opinion. Source B praises Napoleon in his early years as the consolidator of the Revolution and points to various of Napoleon's achievements. Its credibility is affected, however, by two factors - the universal praise in its content and the fact that theirs was writing at the time when the Napoleonic Legend was revived. So neither of these Sources gives a balanced view of Napoleon's relationship to the Revolution. Source C is an interpretation of a modern historian which suggests that Napoleon kept some of the Revolutionary legacy, and we can expect candidates to comment on why he might hold this view.

Candidates should also compare the Sources to point out how far they agree/disagree over the relationship to the Revolution. Both C and D suggest, for instance, that Napoleon could not ignore the Revolution and had to work with it, whilst D suggests Napoleon was able to reconcile the revolution with the 'old order'. C on the other hand suggests that Napoleon only succeeded in producing long term benefit where he stayed in tune with the Revolution. The deficiencies of the extracts could be pointed out in they are all, for instance, general conclusions and lack any specific

given evidence/substantiation. Band A responses will be distinguished by the quality of the handling of the Sources both individually and as a set, with good use of appropriate contextual knowledge. They will contain many of the comments above and they will handle confidently the issue of historical interpretation. Band B answers will miss some possible lines of discussion. Band C answers will make conclusions in relation to the question set and use both Sources and contextual knowledge to substantiate them; the answers may be uneven in quality. Band E responses will make some use of the Sources but comments will be basic and general; there may be some relevant context to judge the Sources by. There will be a basic answer.

**2 How valid is the view that Napoleon's foreign policy was largely determined by a search for personal glory? [45]**

Focus: Assessment of the motives of Napoleon's foreign policy.

This is a familiar area of debate and we can expect candidates to consider a number of issues. 'Personal glory' must certainly be considered but alternative explanations which can be considered include the defence of French interests, a will to spread revolutionary ideas and a desire to secure a dynasty. There might be some consideration of change over time as his motives changed. Better answers will be distinguished partly by the grasp of the issues, partly by the quality of the examples used, and partly by the consistency of the line of argument and structure of the essay. There are ideas which the candidates could use in the given Sources. The answers in Band A will evaluate Napoleon's motives convincingly and very relevantly. Although not as strong, Band B answers will be mostly successful in evaluating the key aspects and will show a very effective level of understanding. There will be more of a tendency towards description or narrative in Band C answers but this will be accompanied by some explanation. From Band C downwards, the comparison will be weaker. The explanation will be more implicit in Band D answers. Band E answers will evaluate some of the key issues convincingly and will be adequate on their levels of understanding and knowledge. Vague assertions with very inaccurate and partial knowledge or highly irrelevant discussions will be awarded Band U.

**3 Consider the arguments for and against the claim that Napoleon should be remembered as a great man. [45]**

Focus: Evaluation of different views about the greatness of Napoleon.

As above there are ideas in the Sources which candidates could usefully employ. This question requires candidates to come to an overall assessment of Napoleon and the key to a good answer will be on the criteria the candidate uses to test 'great man'. We can expect an assessment both of his domestic achievements and his military exploits. Some may concentrate on the long term legacy of his rule for France [and Europe] others may consider his contemporary impact at home and abroad. It is possible for candidates to make use of the legend as a way in to the question.

This is a wide question and a variety of answers can be expected. Credit should be given to those candidates who provide a substantiated argument, even if this may not cover all areas. The answers in Band A will be successful in explaining and assessing the historical arguments for and against the claim in the question. Band B answers will be successful in evaluating most of the key aspects and will show a very effective level of understanding of the historical interpretations. There will be more of a tendency towards description or narrative in Band C answers but this will be accompanied by some explanation. From Band C downwards, the comparison will be weaker. The explanation will be more implicit in Band D answers. Band E answers will evaluate some of the key issues convincingly and will be adequate on their levels of understanding and knowledge. Vague assertions with very inaccurate and partial knowledge or highly irrelevant discussions will be awarded Band U.

**Gladstone and Disraeli 1846 - 80**



**1 (a) Explain which of Source B and Source D is the more convincing judgement on Gladstone as a reformer in the government of 1868-74. [15]**

Focus: Comparison and evaluation of two different historical views.

Source B sees the major reforming impulse as coming from Nonconformists and Radical liberal intellectuals rather than Gladstone, the latter disliking much of their agenda, whilst Source D stresses Gladstone as the driving force, particularly when it came to administrative and governmental reform. The differences in interpretation are not due to any particular bias but reflect a difference within Liberalism as to priority and how both historians tackle this. Matthew in Source B, by stressing the Nonconformist and radical religious agenda, is bound to see Gladstone in cautious mood. As Parry points out in Source D, the Church of England was especially dear to Gladstone, whose agenda was also religious ('purification') albeit by controversial means. When it came to economy, Ireland and foreign policy, Gladstone was far from reluctant. Candidates who identify, draw out and explain these differences should be placed in Band C and above. Mere paraphrase cannot go beyond Band D, however well done. The best answers (Band A especially and Band B to a significant extent) may well pick up on Source B's argument that Gladstone, as party leader, was bound to be more cautious because of the need to balance Whig, Radical and Nonconformists. This may account for apparent reluctance, although Source D is more concerned to stress Gladstone as an energising force. Much depends on which aspect of party and policy is being highlighted, although Source B is more specific in its examples than Source D which, in tone, is more Gladstonian, communicating a sense of the man's mission. Band C answers will combine description with some pertinent comment. Answers worth Band D and especially Band E will be more prone to description.

**(b) Using Source A to D, examine the reasons for different historical interpretations of the reputation of Gladstone's Great Ministry of 1868-74. [30]**

Focus: Evaluation of the Sources in the context of the historical interpretations of Gladstone's First Ministry.

Each of these extracts throws light on the reputation of the Great Ministry and candidates who deal with them as a whole should be rewarded. Sources B and D clearly point to high expectations and a radical agenda for the Ministry.

Source B refers to the Nonconformist desire for Disestablishment, religious and civic equality combined with radical demands for educational action and equality of opportunity, whilst Source D refers to a desire to economise, to deal with Ireland and to modernise foreign policy. Both, however, hint that the Ministry will not achieve all of this due to sectionalism, different agendas and the problems of prioritising. This is further developed in Sources A and C. Obviously Source A, as a contemporary, older radical Source (anti-corruption and pro-merit), is keen to portray the Ministry as one of great achievement (Irish Disestablishment, Education, the Secret Ballot and Civil Service Reform), especially given his relationship to Gladstone and position in the Ministry. Bright is selective - he omits to mention there was no Disestablishment of the Anglican Church, that Gladstone disliked both the Ballot and Forster's Education Act (only filling in gaps). Source C, like Source B, is able to provide the context for this, arguing for achievement despite great difficulty - problems of sectionalism and Gladstone's role in steering a path through this. Arguably the 'reputation' the ministry survives intact in these Sources, albeit for different reasons - legislative achievement, aims fulfilled, sections balanced (just). What they do not provide is an opposition perspective ('Tory dominated House of Lords' in Source C) - Gladstone as a politician and manouvreur, the 'exhausted volcanoes' and impending electoral defeat in 1874. Candidates who provide this context and present a more balanced view of historical interpretations should achieve Band A or B, with the latter signifying some missed opportunities. The answers in Band D and especially Band E will have a limited ability to put the Sources in context.

- 2 'Tory democracy was a fraud, honest probably, but a fraud nonetheless.' (Lord Rosebery) Consider the arguments for and against this Liberal view of Disraeli as a party leader and Prime Minister between 1867 and 1880. [45]**

Focus: Evaluation of a judgement on Disraeli.

For Band A answers, candidates should give a reasonably full evaluation of why the concept of Tory Democrat emerged as an explanation of Disraeli's motives in the Second Reform Act and Ministry of 1874-80 (Working Class agenda in the marble of parliamentary reform in 1867, followed by the provision of a working class agenda in Education, Housing, Health and Trade Union Affairs to provide a working class base for late 19th' century conservatism) and the arguments that may be levelled against this (Disraeli's motives and attitudes on such issues, his views on party and Tory Democracy as a post-Disraelian concept). Band B essays will lack the range and depth of Band A answers, focusing too much on either 1867 or the Ministry, but will nevertheless evaluate the arguments well. Description linked to some valid comments may deserve Band C. Narration will not be able to go beyond Band D. The top Bands of A - C must all contain evaluation of the arguments to a greater or lesser extent.

- 3 How valid is the view that the main differences between Gladstone and Disraeli were in foreign and imperial issues? [45]**

Focus: Evaluation of differences between Gladstone and Disraeli.

The question requires a focus on foreign and imperial issues in the 1860s and 1870s, although candidates may refer to earlier decades if relevant. It is an open question as to whether there were any differences given British interests at the time and examiners should be flexible in what to expect. Band A answers may be expected to look at key themes (attitudes to Russia, the Eastern Question and to War; to Unification issues; to the Americas; to the Concert of Europe; to evolving attitudes towards the Empire and colonial wars) and distinguish between substance and rhetoric in both Gladstone and Disraeli (the latter's sincerity has been questioned). Answers in Band A will consider and justify the arguments for and against the claim in the question. Bands B and C may be more selective and sequential in their approach, tackling only some of these areas. Treatment of first one and then the other, lacking effective comparison will not be able to go beyond Band D at best. Band E can be awarded for a basic understanding and knowledge.

## Bismarck and the Unification of Germany 1858 - 71

- 1 (a) How far does Source C challenge Taylor's interpretation in Source B of Bismarck's aims in 1870? [15]

Focus: Comparison and evaluation of two Sources.

In terms of explanation, perhaps the more obvious difference is that Source C argues that Bismarck intended the Hohenzollern Candidature to provoke war with France whereas Source B argues that he did not. For the latter, Bismarck's aims were focused more on southern Germany and its attitude towards Prussia. Closer analysis shows that the differences between the two Sources are less clear-cut; B argues that Bismarck did provoke war 'at the last moment' and C that provoking war was only one of two options available to Bismarck. Evaluating these two versions requires candidates to use some or all of the following: their own knowledge; the content of all four Sources; the attribution of Sources B and C. Band E is suggested for explanation of the obvious difference, Band D if accompanied by limited evaluation. A more thorough explanation of several differences would be merit Band C. Band B and especially Band A will be appropriate for answers which also provide evaluation based on an increasing range of Sources.

- (b) Using Sources A to D, assess how far modern historians accept Bismarck's explanation of his role in the outbreak of the Franco-Prussian War of 1870-71. [30]

Focus: Evaluation of the Sources in the context of the historical controversy surrounding the origins of the Franco-Prussian War.

All argue that he played a major part in bringing about the war. They differ in their view about whether his was the leading role or not. Source C argues it was, Sources A and B claim that Bismarck was reacting to events rather than causing them and D judges that Bismarck's role was shared with France. There are some finer points of interpretation that candidates might make. In Source A, Bismarck is being disingenuous at best, if not deceitful. Source B makes the point that the view that Bismarck's role was a leading one arose in part from self-promotion after the event, presumably in works such as his memoirs. Source C in effect shows that its anti-Bismarck view is not based on documentary evidence, which calls into question his own argument. Source D, the only secondary Source which is German, is the most even-handed. Analysis of the Sources should be linked with the candidates' own understanding of the subject. This might include knowledge of relevant developments of the time such as Bismarck's willingness to use 'blood and iron' in 1864 and 1866 and/or the context of Prussia's position in Germany after 1866-67.

It might be based on understanding of the general historiography of the subject, especially in the twentieth century.

Band E can be awarded for initial description of the four Sources, Band D for a more thorough analysis. If one or other of the 'external' approaches mentioned above is included, examiners should normally award marks in either Band C or Band B, the difference depending on the depth of the explanation and analysis. If both 'external' approaches are included to deal with the issue of historical interpretation, Band A will be appropriate.

**2 How important was the development of the Zollverein to the unification of Germany? [45]**

Focus: Analysis of the relationship between the development of the Zollverein and the unified Germany.

The main issue to be addressed is the extent to which the growth of economic ties between members of the Zollverein ensured the eventual development of political union as well. Relevant factors include the predominance in the Zollverein of Prussia, which was thus able to strengthen its economic leadership of 'small Germany', the inclusion of south German states, more significant after 1866; the exclusion of Austria from the Zollverein and the ability of Prussia to use the Zollverein to put pressure on Austria. A full answer requires consideration of other factors, the most important of which are the diplomacy of Bismarck, the strength of the Prussian army under von Moltke's leadership and the international situation as the Great Powers failed to unite against unification. Those who describe the ways in which the Zollverein helped bring about unification in 1866 and 1870 should receive Band E if the description is general but relevant, and Band D for greater breadth. For Band C or above, consideration of other factors is necessary, with Band A answers being able to relate the analysis to some awareness of the historiography of German unification. Band B answers will be sound but will miss some possible lines of discussion.

**3 Explain which was the most important principle upon which the German Empire of 1871 was founded: liberalism, nationalism or conservatism. [45]**

Focus: Evaluation of the key features of the new united Germany.

The main issue is which political values predominated in the new Germany that was established by 1871. Relevant factors include the features of the North German Confederation and the German Empire. The new Reichstag was an example of nationalism whilst the Bundesrat reflected conservatism. Examples of liberalism can be taken from economic policy. Candidates can discuss the relative strength of groups such as the National Liberals and Conservatives, the position of the states, especially Prussia, and the position and beliefs of Bismarck. Band A candidates will show an understanding of all three aspects even if there some imbalance. A bare explanation of one which lacks a comparative element ('most important principle') can be awarded Band E. For example Band C will be appropriate for an awareness of two factors with some comparison. The intervening Bands will depend on a combination of range and depth in the discussion.

## Roosevelt's America 1920 - 41

- 1 (a) Analyse the differences between the judgements in Sources B and D about what the New Deal achieved. [15]**

Focus: Explanation and evaluation of two Sources.

Source B suggests that the New Deal did little to change things in America; Source D sees the New Deal as an overall success on two main grounds, political and social. The difference in interpretation is partly due to the different standards which these historians adopt when judging the New Deal. The author of D believes that the New Deal safeguarded democracy at a time when it was under threat elsewhere in the world whereas B looks exclusively at the economic and social results of Roosevelt's programme. Even here, the Sources adopt different criteria. Source B looks to the long term and implies that an opportunity for fundamental change was missed but Source D suggests that, in the context of the 1930s, the New Deal did a great deal for ordinary Americans. A good quality of evaluation in explaining the differences, including a relevant discussion of bias, can be awarded Band A. Band B answers will demonstrate some unevenness. Band E is suggested for explanation of the obvious differences, Band D if accompanied by limited evaluation. A more thorough explanation of several differences would be merit Band C.

- (b) Using Sources A to D, explain why the New Deal has continued to be an issue of debate among historians. [30]**

Focus: Evaluation of the Sources in the context of the continuing historical controversy about the New Deal.

Band A and B answers should make some positive use of all four Sources. Hoover's condemnation is apparent in Source A and candidates can point out his Republican stance; he was also engaged in an election campaign and would have been defending his record as President. Source B concedes that some jobs were created and there were other benefits but judges that mostly the result was a return to the old situation. Source C suggests that Roosevelt saved democracy and capitalism although the New Deal did not go far enough. Source D is more positive although there is some recognition of the limits of achievement. Band E can be awarded for initial description of the four Sources, Band D for a more thorough analysis. If some link between the Course is provided to highlight an adequate argument, examiners should normally award a mark in Band C. Band A will be appropriate when the answers represent a rounded and properly critical assessment of the New Deal which is based on a sound evaluation of the Sources. Answers in Bands A or B will show some distinct understanding of the reasons for the continuing debate or historical interpretations; these will be assumed in answers worth Band D and especially in Band E.

- 2 Consider the arguments for and against the claim that the Great Depression was already well under way before the Wall Street Crash happened in October 1929. [45]**

Focus: Evaluation of a debate about the origins of the Great Depression.

Among the arguments which may claim that the Depression antedated the Crash are: the problems of the farming sector which were increasingly obvious in the 1920s, the high rate of business failure, the decline in the construction industry after 1926, overproduction and falling domestic demand, and problems in international trade. The particular events and developments which involved the Crash should be familiar to most candidates.

Most answers may well be unbalanced but Band A answers will examine clearly the situation before 1929 even if most of the discussion is of the Crash. Band D - E answers may rehearse the events and their effects but will probably show little understanding of why they proved devastating. Answers should receive Band E if the description is general but relevant, and Band D for greater breadth. For Band C or above, some specific explanation should accompany what will be largely descriptive.

Band B should be awarded when candidates are aware to some extent of different interpretations, with Band A answers also coming to clear conclusions about the origins of the Crash.

**3 To what extent was isolationism the result of economic problems in America between the wars? [45]**

Focus: Assessment of the basis of an important element of American foreign policy.

Band A answers should explore the connection between the economic problems, especially in the 1930s, and the support among politicians and the general public for isolationism. They might well question whether America did withdraw completely from any involvement in world affairs, especially in the period to 1929. Band B answers are more likely to focus on a general assessment of the cases of American isolationism and to provide a less nuanced account of its extent. When dealing with the economic aspect, candidates might well point out the connection between the Great Depression and initiatives such as the Neutrality Acts which attempted to tie the hands of any President tempted to intervene in the affairs of Europe in particular. On the other hand, the growth of isolationism in the 1920s, a time of apparent prosperity, points the way to a broader analysis of the causes of isolationism. Band E can be given for accounts of foreign policy which accept but do not explain isolationism. Band C should be given when the largely descriptive approach is accompanied by some sound comments.

## Lenin and The Establishment Of Bolshevik Power, 1903 – 24

- 1 (a) Explain why, and how far, Service in Source C challenges McCauley’s judgement in Source B of Lenin’s methods. [15]**

Focus: Comparison and evaluation of two Sources.

To gain a mark in Band C both Sources must be used and compared, but the candidates may only have noted either differences or similarities. To gain a mark in Band A, candidates must address difference, but should also be rewarded for noticing areas of similarity.

There is obvious disagreement as Source C is a much more generous interpretation of Lenin's intentions and role than Source B.

To gain high marks within Band A contextual knowledge should be used to explain the reasons for the different views expressed in, and the relative historical value of, these two Sources. Answers in Band D and especially Band E will not differentiate between ‘why’ and ‘how far’ but there will be an acceptable level of differentiation between the two Sources.

- (b) How far do modern historical interpretations of Lenin in Sources B to D agree with Gorky’s contemporary view in Source A that Lenin was a gifted man who led the Russians to destruction? [30]**

Focus: Comparison and evaluation of historical interpretations of Lenin.

Candidates should use their own knowledge to shape an answer to the question and should use the information in the Sources as evidence about the reasons about the extent to which Gorky’s claim is supported by the evidence. Candidates must use their own knowledge to evaluate the value of the evidence in the Sources. To gain a high mark, worth Band B and especially Band A, candidates must come to a balanced conclusion, based on the reliable evidence in these Sources. Band C answers will combine some valid comments with description. Bands D and E will be more sequential in their approaches and a heavily descriptive approach may well be worth Band E. Mere paraphrase of the Sources will be given little credit. A differentiating factor between the higher and lower bands will be the attention which they give to, and success in dealing with, the issue of interpretation; the lower bands will attempt to discuss the issue but will be limited to mostly accurate but more general discussions of Lenin.

**2 Consider the arguments for and against the claim that Stalin depended on the dictatorship already established by Lenin. [45]**

Focus: Analytical essay on an historical issue.

To gain a mark in Band A, candidates must deal fully with the demands of the question, showing an understanding of both causes-for and against. The answers must be fluently written and coherently argued. Candidates should provide adequate evidence in support of the possible interpretations of this historical issue. An answer which provides a comprehensive analysis of these interpretations whilst concluding that any one was arguably the more correct should be awarded a mark at the higher end of this Band. Band B answers will be mostly sound but will miss some possible lines of discussion. Band C will be appropriate for answers which combine some valid comments and description. Answers in Band E will be capable of providing a basic argument about some of the issues but will probably represent a straightforward description. The description will be fuller in Band D answers. Whilst the lower Band answers may well assert that both leaders were dictators and then describe methods and policies, the more perceptive responses will try to compare and differentiate between the periods of rule.

**3 How far can Trotsky's failure to succeed Lenin be accounted for by the suggestion that, unlike Stalin, Trotsky lacked the necessary character and attributes to become Lenin's heir? [45]**

Focus: Evaluation of an interpretation of an historical development.

To gain a mark in Band A, candidates must deal fully with the demands of the question. The answers must be fluently written and coherently argued. Candidates should provide adequate evidence in support of the various possible interpretations of this historical issue. An answer which provides a comprehensive analysis of these interpretations whilst concluding that any one was arguably the most correct should be awarded a mark at the higher end of this Band. Whereas the answers worth Bands D and E will be much more confident about Stalin, with Band C answers being slightly unbalanced, Band B answers, and especially those worth Band A, will be able to provide convincing assessments of Trotsky's failure. However, even in the most successful answers, one can expect at this AS level that candidates may be able to provide more detail about Stalin.



## Chamberlain and Anglo-German Relations 1918 - 39

- 1 (a) Explain which of Source C and Source D is the more convincing historical judgement of the reasons why the policy of appeasement was adopted. [15]**

Focus: Comparison and evaluation of two Sources.

To gain a mark in Band E both Sources must be used and compared, but, to get to get to Band C, the candidates may only have noted either differences OR similarities. To gain a mark in Band A, candidates must address difference, but should also be rewarded for clear assessment: 'more convincing'. There is obvious disagreement as Source C highlights the difficulties caused by Britain's military weakness whereas Source D concentrates on the political difficulties facing the Conservatives. However Source D helps explain the political problems which mitigated against large-scale rearmament in the 'Hungry Thirties'. To gain high marks within this Band contextual knowledge should be used to explain the reasons for the different views expressed in, and the relative historical value of, these two Sources. Band B can be awarded to answers which are mostly sound but which lack this range of understanding. Answers in Band C will show an awareness of differences in interpretation whereas answers worth Bands D and especially E will show a general understanding of the key issues but will make only basically acceptable comments about interpretations.

- (b) Using Sources A to D, explain why the wisdom of the policy of appeasement has caused disagreement between historians. [30]**

Focus: Explanation of a major controversy in historical interpretation.

To gain a mark in Band A candidates should use their own knowledge to shape an answer to the question and should use the information in the Sources as evidence about the reasons why appeasement has continued to be an issue of controversy. Candidates must use their own knowledge to evaluate the value of the evidence in the Sources. To gain a high mark in this Band candidates must come to a balanced conclusion, based on the reliable evidence in these Sources.

The emphasis in Band A will clearly be on interpretations and the particular controversy about appeasement. There will some unevenness in Band B answers. Band C can be awarded to answers which combine some valid comments and description. The answers in Bands D or E may provide largely accurate and relevant descriptions which are less able to link the Sources with the question but they will have basic understanding of appeasement and will make some positive use of the Sources.

- 2 Assess the extent of the support in Britain for the policies to Germany which were pursued in the 1930s. [45]**

Focus: Analytical essay on an historical issue.

To gain a mark in Band A, candidates must deal fully with the demands of the question. The answers must be fluently written and coherently argued. Candidates should provide adequate evidence in support of the various possible interpretations of this historical issue. Credit will be given when candidates refer to different groups, e.g. divisions in the political party including the views of Churchill. How strong was pacifism or 'Versailles guilt'? Some right-wingers positively welcomed Hitler's strengthening of Germany and saw Bolshevism as a greater threat.

Band B answers will make a number of these points but will be more uneven. The answers in Band D will contain largely accurate and relevant accounts of policy and public reactions but will not be able to offer a critique of the policy beyond a condemnation of governments. Band E answers will demonstrate a basic understanding and knowledge of British policies.

### 3 Why did Poland become the occasion for the outbreak of war in 1939?

[45]

Focus: Assessment of the cause of war which has given rise to a major debate.

To gain a mark in Band A, candidates must deal fully with the demands of the question. The focus must be on Poland but the issues lying behind the crisis should be explained. The answers must be fluently written and coherently argued. Candidates should provide adequate evidence in support of the various possible interpretations of this historical issue. An answer which provides a comprehensive analysis of these interpretations whilst concluding that any one was arguably the most correct should be awarded a mark at the higher end of this Band. There will be some unevenness on Band B answers. Band U answers will be fragmentary and vague in their explanations of the outbreak of war. Band C answers will contain some explanatory comments mixed with narrative. Band D or Band E answers will be able to describe the basic causes adequately but will explain how - and generally why - Poland was the most important immediate reason for the conflict.

## Stalin and the Cold War, 1944 – 55

### 1 (a) Explain which of Sources A and C is the more convincing interpretation of Soviet actions in Poland in 1945.

[15]

Focus: Comparison and evaluation of two Sources.

To gain a mark in Band E both Sources must be used and, for Band C, they must be compared, but the candidates may only have noted either differences or similarities. To gain a mark in Band A, candidates must address difference, but should also be rewarded for noticing areas of similarity. Answers will justify fully why one is 'more convincing'. There is obvious disagreement yet C, whilst justifying the Soviet actions in Poland from Stalin's point of view gives support to the feelings that Churchill expresses in Source A. To gain high marks within this band contextual knowledge should be used to explain the reasons for the different views expressed in, and the relative historical value of, these two Sources. B answers will be mostly sound but will have some possible lines of discussion. Band C answers will come to a conclusion but this will not be supported by well-rounded arguments. Answers worth Band D or E will show an awareness of differences and will make an attempt at a reasoned comparison but the basis of their judgements will be simplistic.

### (b) Assess the comparative value of Sources A to D as interpretations of the reasons for the break-up of the USA and USSR's wartime alliance in the late 1940s.

[30]

Focus: Comparison and evaluation of four Sources as historical interpretations of a significant historical development.

The Sources present starkly different historical interpretations. The different stances are clear. 'comparative value' involves a higher hierarchy and sense of judgement which will be evident in Bands A or B answers, with the latter being more uneven. Such answers will justify their views, based on historical interpretations. The comparative element will be more implied in Band D, and especially in Band E, answers; these may assume that Sources A and D are of more value because they are western: Source D is by an academic. To gain a mark in Band A, candidates should use their own knowledge to shape an answer to the question and should use the information in the Sources as evidence about the reasons why the wartime alliance between the USA and the USSR collapsed. Candidates must use their own knowledge to evaluate the value of the evidence in the Sources. To gain a high mark in this band candidates must come to a balanced conclusion, based on the interpretations in these Sources.

**2 Consider the arguments for and against the claim that the USSR's actions in Poland, Czechoslovakia and Berlin up to 1949 prove that the USSR did start the Cold War.**

[45]

Focus: Analytical essay on an historical issue.

To gain a mark in Band A, candidates must deal fully with the demands of the question. The answers must be fluently written and coherently argued. Candidates should provide adequate evidence in support of the various possible interpretations of this historical issue.

An answer which provides a comprehensive analysis of these interpretations whilst concluding that any one was arguably the most correct should be awarded a mark at the higher end of this Band. In any Mark Band, examiners will not expect equal attention to Poland, Czechoslovakia and Berlin. However, one of the discriminating factors will be that the most successful answers will have some awareness of each whilst the weakest answers will be vague about all. It will be reasonable to expect some basic understanding of the significance of one for Band E and of two for Bands C or D. Band D or Band E will also be appropriate for relevant but general descriptions of the origins of the Cold War.

**3 How far can Marshall Aid be seen as an attempt by the USA to dominate Europe in the late 1940s?**

[45]

Focus: Analytical essay on an historical issue.

Candidates should examine the aims, execution and consequences of Marshall Aid. The Plan represented financial aid for European economic recovery. Whilst warmly supported by Britain and France, it was rejected by the USSR. It was organised through the OEEC. The description should be accompanied by some comments from Band C upwards. Band A answers will contain a direct attempt to assess the validity of the claim in the question and will show more range than Band B answers. Very high credit should be given to the answers which consider arguments for and against the claim. A basic knowledge of relevant developments can be awarded Band E. Band U answers will be very vague.

**Advanced GCE**

**HISTORY**

**THEMES IN HISTORY 1066-1796**

**2590**

**Specimen Paper**

Additional materials:

Answer paper

Insert 1 (booklet containing a chronology for each Option)

**TIME** 1 hour 30 minutes

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Candidates should answer any **two** questions.

This paper contains questions on the following six Options:

- England 1066 – 1228
- England 1485 – 1603
- England 1558 – 1689
- Europe 1498 – 1610
- Europe 1598 – 1715
- Europe 1661 – 1796

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

**Answer any two questions.**

**INFORMATION FOR CANDIDATES**

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

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

Candidates are expected to demonstrate understanding of the issues in their selected question over a period of at least a hundred years.

Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the connections between a range of perspectives and of the process of historical change across the full breadth of the period studied.

## England 1066 – 1228

### Key Theme: The Government of England 1066 - 1216

1. How significant were the changes that took place in the administration of law during this period? [60]
2. Did changes in feudalism tend to strengthen or weaken the power of kings during the period 1066 - 1216? [60]
3. How similar and how different were the reasons why good government occasionally broke down during this period? [60]

### Key Theme: Crown, Church and Papacy 1066 - 1228

4. Was support from the Papacy more of a help or a hindrance in the Church's relationship with the Crown during this period? [60]
5. Why was the primacy dispute between York and Canterbury so long-lasting and important during this period and for what reasons did the province of York lose the dispute? [60]
6. Explain why monasticism continued to expand during this period. [60]

## England 1485 – 1603

### Key Theme: Rebellion and Disorder in England 1485 - 1603

1. How far were rebellions in Tudor England caused by social and economic grievances? [60]
2. ‘The Tudors were never seriously threatened by popular rebellion.’ How valid is this claim? [60]
3. Did the nobility or the Church provide the stronger support for the Tudor monarchy? [60]

### Key Theme: England’s Changing Relations with Foreign Powers 1485 - 1603

4. Evaluate the different factors which explain the changes in Anglo-Spanish relations in the course of the Tudor period. [60]
5. Were economic considerations more responsible than religious concerns in shaping foreign policy during the period 1485 - 1603? [60]
6. ‘Elizabeth I was more successful than any of her Tudor predecessors in dealing with Scotland.’ How justified is this claim? [60]

## England 1558 - 1689

### Key Theme: The Development of Limited Monarchy in England 1558 - 1689

1. To what extent, and why, did the powers of the monarchy change during the period from the accession of Elizabeth I in 1558 to 1689? [60]
2. How far, during the period from 1558 to the revolution against James II in 1688, were the personalities of monarchs responsible for the difficulties they met in their relations with Parliament? [60]
3. Explain why, of the English monarchs during the period 1558 - 1688, only Charles I faced a civil war. [60]

### Key Theme: Dissent and Conformity in England 1558 – 1689

- 4 To what extent, and why, did Protestant nonconformity at the end of the seventeenth century differ from Puritanism in Elizabeth I's reign? [60]
- 5 Why was fear of Catholicism so strong throughout this period? [60]
- 6 'The Church of England was always the ally of the monarchy.' How valid is this view of the period 1588 - 1689? [60]

## Europe 1498 - 1610

### Key Theme: The Development of the Nation State: France 1498 - 1610

1. In what ways, and why, was the power of the monarchy over France stronger in 1610 than in 1498? [60]
2. Why did the religious reform movements make only limited progress in France during this period? [60]
3. Why did the nobility continue to exercise considerable political and social influence in France throughout the sixteenth century? [60]

### Key Theme: The Catholic Reformation in the Sixteenth Century.

4. Was the Counter Reformation during the sixteenth century anything more than a reaction to the Reformation? [60]
5. 'Without the co-operation of rulers, the sixteenth-century Catholic Reformation could not have succeeded.' How accurate do you consider this opinion to be? [60]
6. How far, and for what reasons, did the power of the papacy change during the sixteenth century? [60]



## Europe 1598 – 1715

### Key Theme: The Decline of Spain 1598 - 1700

1. How justified is the claim that seventeenth-century Spain was ruled by a succession of incompetent kings? [60]
2. 'Still a great power.' Examine this comment on Spain's role in international affairs during the course of the seventeenth century. [60]
3. Why did Spain continue to suffer from significant economic problems throughout the seventeenth century? [60]

### Key Theme: The Ascendancy of France 1610 - 1715

4. Why was there no significant resistance to the idea of royal absolutism in France throughout the seventeenth century? [60]
5. How far were the French nobles able to retain their social and political privileges during the period from 1610 to 1715? [60]
6. Consider the view that, during the period 1610 - 1715, Richelieu did more than any other minister to serve the interests of France. [60]

## Europe 1661 - 1796

### Key Theme: From Absolutism to Enlightened Despotism 1661 - 1796

1. How far was France affected by the Enlightenment during the period 1661 - 1789? [60]
2. To what extent did governments become more enlightened in Austria and Russia during the eighteenth century? [60]
3. Why did the Roman Catholic Church experience significant problems during the period 1661 - 1790? [60]

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**Oxford Cambridge and RSA Examinations**



**Advanced GCE**

**HISTORY**

**THEMES IN HISTORY 1066 - 1796**

**2590**

**Mark Scheme**

**See also Appendix E: Generic Mark Bands: Units 2590 and 2591.**

## QUESTION SPECIFIC MARK SCHEME

### UNIT 2590

#### THEMES IN HISTORY 1066 - 1796

#### England 1066 - 1228

#### Key Theme: The Government of England 1066 - 1216

- 1 How significant were the changes that took place in the administration of law during this period?** [60]

Focus: Assessment of the changes in legal administration.

Candidates will be expected to describe some of the changes in detail, and an effective treatment of this could reach Band C. From William I's reign, reference should be made to the introduction of feudal law, and the separation of church courts from secular courts in c. 1072. The introduction of the role of the justiciar in Henry I's reign may be mentioned, before the focus shifts to Henry II's reign. Candidates should discuss the introduction of possessory assizes, the developments of justices in eyre, the role of sheriffs and the returnable writ, the tightening of criminal law at Clarendon and Northampton, the use of juries. Candidates may also refer to the legal aspects of Magna Carta, although, as they won't be able to judge their effects, they should not be penalised for not doing so. Bands A and B should be reserved for those who properly evaluate and are most successful in dealing with the extended period. There is no correct stress here, although reference to the emergence of the common law in Henry II's reign will be a likely emphasis. Bands D or E can be given to mostly accurate descriptions which lack assessments of significance. These will be less successful in handling the synoptic aspects, especially in making links and connections.

- 2 Did changes in feudalism tend to strengthen or weaken the power of kings during the period 1066 - 1216?** [60]

Focus: Assessment of the effects of an important phenomenon on monarchy.

Good discussion of 'changes in feudalism' and descriptions of monarchy could reach Band C. Answers in Band D and especially Band E will not be aware of changes across the extended period; they may well regard feudalism as static. However, they may well refer to other changes which are implicitly relevant. The links with kingship will be slight; they will discuss changes under particular kings but find difficulty in dealing generally with monarchy. Answers in Band A will be successful in explaining some of the major changes in feudalism and they will make a number of links with monarchy. Their conclusions will be clear. Answers in Band B will be more uneven but there will be some appreciation of gains and losses for kings. Answers in these Bands will be successful in making the synoptic links involved in the question.

**3 How similar and how different were the reasons why good government occasionally broke down during this period? [60]**

Focus: Assessment of change and continuity in an aspect of government over an extended period.  
Although answers are expected to range across the extended period, a focus on the crucial years 1135-54 and 1204-16 will be sufficient for marks up to Band C. It will be more difficult to sustain an argument that any of the other periods of potential crisis e.g. 1075, 1086-7, aspects of the reign of Rufus, or Henry II's troubles with his sons, represented actual breakdowns in good government, and this may therefore be a discriminating factor in Bands A - B. Good candidates may well consider why these other monarchs could sustain the occasional military crisis and survive. The problems in Stephen's and John's reigns do not, of course, have identical causes so it will be entirely appropriate to examine them separately. For Stephen, discussion of succession with Matilda being a woman, and Stephen's mistakes between 1139 and 1141 are necessary, but the factor to stress is that government was disrupted primarily because of the length of civil war occasioned by the relative equality of strength of the opposing forces. In John's reign it is rather different, with the civil war being so short and at the end of the crisis. Reference to disaffected baronage as a result of foreign failure and the nature of John's style of government is necessary. With answers concentrating on similarities and differences, the conclusion one would like to see developed is that government depended on effective kingship and the maintenance of a working relationship between king and ruling elite. Answers in Band D and especially Band E will be less successful in handling the synoptic aspects, especially in making links and connections.

**Key Theme: Crown, Church and Papacy, 1066 - 1228**

**4 Was support from the Papacy more of a help or a hindrance in the Church's relationship with the Crown during this period? [60]**

Focus: Analysis of an aspect of Church-State relationships over an extended period.  
Candidates need to examine both sides of this proposition, and then come to a conclusion. Descriptions of what the papacy did in England will not reach beyond Band E; answers which do not make a judgement between help and hindrance will not get beyond Band D. On the 'help' side, candidates will explain the nature of the relationship between Pope and archbishop, and illustrate the ways in which archbishops were able to turn to Rome for support. Examination of the Lenten Synod of 1099 is helpful here, and of Innocent III's interdict to try to secure Langton's acceptance in England. Most candidates are likely to accept this view, and, if this is all done well, could reach Band C. The top two bands should be reserved for those who see that there is another side to the argument. Examples can be drawn from all three crises: the papacy negotiating with William de Warelwast behind Anselm's back; Becket's partial abandonment by Alexander III in the initial stages of his exile, and the eventual deal with Henry, not to mention the Compromise of Avranches; Langton's eventual excommunication by Innocent III. Answers in these Bands (A or B) will also be successful in satisfying the synoptic requirements by making links and connections.

**5 Why was the primacy dispute between York and Canterbury so long-lasting and important during this period and for what reasons did the province of York lose the dispute?** [60]

Focus: Analysis of the development and outcome of a significant dispute over an extended period.

A balanced answer does not need an equal treatment of both questions; it might be appropriate to spend more on the second question: why did York lose? A simple response to the first question would dwell on the reluctance of York to abandon its independence, but answer in the top two bands should link that to the more deep-rooted desire to preserve an independent Northumbrian state, and to minimise southern interference. 'long-lasting' draws attention to the extended period which is involved. On the reasons for Canterbury's victory, candidates should refer to the support for Canterbury both from the Crown and the Papacy and the reasons for this. Material relating to Lanfranc is obviously important here, but also reference should be made to the York election dispute in Stephen's reign and the rivalry between Becket and Roger of Pont L'Eveque to show that the dispute smouldered on. The importance of the dispute takes the question into wider and more particularly synoptic issues as candidates link the comparatively narrow religious issues to wider political aspects. This will characterise answers worth Bands A or B whereas Bands D or E will be more heavily descriptive. Band C answers will combine some valid comments and description.

**6 Explain why monasticism continued to expand during this period.** [60]

Focus: Analysis of the causes and results of a significant religious movement over an extended period.

Answers should examine the question in three dimensions: chronologically, geographically and in terms of orders. Three periods should be focused on: the initial foundations in William I's reign, the Cluniac expansion of the early twelfth century, and the arrival of the Cistercians towards the middle of the century. The differing environments of Cluniac and Cistercian foundations need to be stressed. On reasons, the role of Crown and noble patronage needs particular emphasis, as does reference to the expansion as being part of a European movement springing from the papal reform movement. Candidates who only describe the ways can reach Band C, but explanation of causes is needed to proceed beyond that. The Band A answers will be successful in handling the synoptic aspects, especially in making links and connections. Band B answers will miss some possible lines of discussion. Band D and especially Band E can be awarded to answers which are limited to relevant but heavily descriptive approaches.

## England 1485 - 1603

### Key Theme: Rebellion and Disorder in England, 1485 - 1603

- 1 How far were rebellions in Tudor England caused by social and economic grievances?** [60]

Focus: Assessment of the causes of Tudor rebellions.

This question requires candidates to examine a variety of rebellions from across the Tudor period and to determine the relative importance of social and economic issues behind them; The better essays are likely to suggest that no single rebellion can be attributed to the factors alone - religion, politics and factions were often significant elements but that the two rebellions of 1549 were caused mainly by social and economic grievances. Where a range of causes has been analysed and explained, high marks should be awarded (Bands A and B). Answers which lack the range and fail to demonstrate an overall understanding of the nature of Tudor rebellions should not receive more than Band C, and gain less credit if they are predominantly narrative or descriptive in context. Band E answers will show a basic knowledge and understanding of some rebellions but will be limited in their ability to assess causes. These will be less successful in handling the synoptic aspects, especially in making links and connections.

- 2 ‘The Tudors were never seriously threatened by popular rebellion.’ How valid is this claim?** [60]

Focus: Assessment of the threat of rebellions over an extended period.

Candidates cannot be expected to examine in detail every rebellion but they should be able to select from a variety of rebellions sufficient examples to support their argument; namely that no rebellion was completely successful, a few achieved some of their aims and most failed miserably. Why this was so may well occupy centre stage in the better answers. The nature of the threats and how Tudor governments responded to the threat of disorder and the nature of localised disturbances, will be key issues. What was achieved also deserves credit, especially if candidates explain how these aims differed from those which failed. For example, Tudor governments often responded to popular grievances after they had suppressed a rebellion in order to prevent a repetition - as in 1497 when Henry VII halted plans to change the tax system, and in 1537, when the Council of the North was reformed. Band A and some Band B answers will show a good range of understanding of developments as well as the ability to look across a reasonable range of rebellions. These will be successful in handling the synoptic aspects, especially in making links and connections between the rebellions and their causes. Weaker essays are likely to be completely negative in their descriptions, and describe the main events of one or two rebellions. This alone will be worth Band E but Band C will combine description with some valid comments.



**3 Did the nobility or the Church provide the stronger support for the Tudor monarchy? [60]**

Focus: Comparison of the relations between the monarchy, nobility and Church over an extended period.

There is no common consensus. Candidates should be rewarded for cogent arguments supported with factual detail which provide directly or otherwise an element of comparison and change over time. Henry VII took steps to control and to win over the nobility. Henry VIII, whilst strong and using ministers such as Wolsey and Cromwell who were of noble birth, still faced powerful nobles such as the Norfolks although these could be arrested. (Norfolk escaped death fortuitously.) However, Edward VI's reign gave opportunities to nobles to exert themselves. Under Elizabeth I, the Northern Rising was a display of noble power but candidates can also note that the nobility was generally in alliance with the crown. The Church generally gave support to a co-operative Henry VII whilst Henry VIII carried out the Reformation in a manner that secured the support of most (but not all) Churchmen. Candidates can assess the opposition. The middle years of the century provide differences in support for the Protestant Edward VI and Catholic Mary I. Elizabeth I could largely rely on the Anglican Church although the threat of the Puritans, who were mostly Anglican during her reign, can be assessed. Answers worth Band A will be successful in dealing with the monarchy, nobility and Church over an extended period. Band B answer will be somewhat unbalanced but will still come to clear conclusions. The links and connections between different elements will be apparent in answers in Bands A and B, reflecting the synoptic requirements. Narratives and excessive descriptions can gain Band C, but only if they are accompanied with points of analysis or commentary. Band E can be awarded to answers which describe accurately some developments but which lack a real assessment and comparison.

**Key Theme: England's Changing Relations with Foreign Powers, 1485 - 1603.**

**4 Evaluate the different factors which explain the changes in Anglo-Spanish relations in the course of the Tudor period. [60]**

Focus: Explanation of changing international relations over an extended period.

Candidates need to explain why England and Spain were predominantly at peace for most of the period and why this relationship broke down in the course of Mary and Elizabeth's reigns. 'hostility' goes beyond war and includes the deterioration in relations. The candidates should demonstrate their knowledge of early Tudor requirements in foreign affairs, explain the importance of marital and economic links, and the common enemy in France. From 1553 each of these bonding agents came unstuck. Religion was important as was the connected (although not identical) problem of Mary's marriage to Philip of Spain. Some candidates may stress the changing conditions which attended the reigns of Philip and Elizabeth but to gain Bands A and B, answers must demonstrate the long-term basis of Anglo-Spanish friendship and stability before turning to an analysis of the causes of war. An awareness of the factors governing continuity and change will be the key element of answers worth Band C and above. Band E answers will probably only explain war in Elizabeth's reign with some very brief other references. The links and connections between different elements will be given little weight in answers in Bands D and E.

**5 Were economic considerations more responsible than religious concerns in shaping foreign policy during the period 1485 - 1603? [60]**

Focus: Comparison of two reasons behind Tudor foreign policy.

The main economic issues were trade with Burgundy, and especially Antwerp, English interlopers' desire to enter the Atlantic market, financial limitations upon the crown and the importance of customs duties. Grade A and B Bands should demonstrate their knowledge and understanding of the whole period, e.g. showing the lasting significance of Medina del Campo, the impact of war and the recession of the mid-century and the factors that brought it to an end in the 1570s. Religious concerns were not important before the Reformation but Protestantism, and Catholicism under Mary I, then became significant factors for future Tudor monarchs. However, they were defensive rather than aggressive, usually to protect the Protestant settlements. Those who address 'economic considerations' or 'religious concerns' for about half their answer should achieve Band C or above. A fully comparative approach may well delineate Band A answers. The links and connections between different elements will be apparent in answers in Bands A and B, reflecting the synoptic requirements. To achieve Band E, answers must demonstrate a basic understanding of either economic or more probably religious factors. Other issues can be mentioned but briefly, perhaps in an introduction or conclusion; they cannot be part of the main thrust of answers.

**6 'Elizabeth I was more successful than any of her Tudor predecessors in dealing with Scotland'. How justified is this claim? [60]**

Focus: Assessment of a stated view of foreign policy over an extended period.

The focus must be on Anglo-Scottish relations and should be on the success of the monarchs rather than on general issues although reference can be made to the wider picture. However, all answers should address the premise about Elizabeth I whether or not they agree with it. Candidates who accept or dismiss it outright, with little more than a brief paragraph to consider alternative possibilities, should not be awarded more than Band E. Answers which are limited to the problem of Mary, Queen of Scots, will be awarded Band U. Band C can be given to answers which show a competent understanding of the stated judgement with an ability to show some range of examples. A broad assessment of the Tudor period, tracing the course between war and peace and supported by detailed examples, will probably characterise Bands A and B essays. These answers will also meet the synoptic requirement of being able to make links and connections between the different elements of the question.

## England 1558 - 1689

### Key Theme: The Development of Limited Monarchy in England, 1558 - 1689.

- 1 To what extent, and why, did the powers of the monarchy change during the period from the accession of Elizabeth I in 1558 to 1689? [60]**

Focus: Comparison of monarchical powers over an extended period.

The powers of the monarchy at the beginning and end of the period should be explained, analysed and conclusions drawn. References to the major developments in the intermediate period will help to explain the changes. Attention should be drawn to political as well as to constitutional powers and restraints and to the extent to which powers remained unchanged. The main changes were the abolition of prerogative courts, triennial elections, independence of the judges and the abolition of suspending power. The crown still had control of foreign policy and armed forces, appointment of ministers, the power to veto legislation and supremacy over the Church. However it had become dependent on Parliament for finance and this imposed practical limits on theoretical powers. The principles in the Bill of Rights meant that monarch had to work with Parliament. Elizabeth I enjoyed considerable powers over the choice of ministers, Parliament and the general direction of policy, although some were anxious about her gender at the beginning of the reign. The early Stuarts pushed their power to the limit - and Charles I went beyond an acceptable limit. Answers in Band A will be analytical and will concentrate on explaining the central issues of change and continuity. There will be a high level of synthesis. Band B answers will also be fully relevant and will be structured coherently but there will be more unevenness. Band C essays will contain analysis or explanation but there may be some very descriptive or narrative elements. The factual knowledge will be less appropriate. Whilst attempting to argue relevantly, Band D answers will be more obviously descriptive or narrative with an uneven attempt to synthesise elements. The Band E answers will lack the fluency and organisation of the higher Bands. The essays could be structured more effectively and factual information will be used more for its own sake than as an attempt to discuss the question directly. The answers in Bands D and E will have little success in making links and connections between different elements of the question. Vague assertions with no attempt to synthesise an argument, often irrelevant in their comments, will be awarded a mark in Band U.

**2 How far, during the period from 1558 to the revolution against James II in 1688, were the personalities of the successive monarchs responsible for the difficulties they met in their relations with Parliament?**

**[60]**

Focus: Assessment of the responsibility for political problems over an extended period.

Candidates are not expected to produce a detailed explanation of all of the difficulties which the Stuarts encountered. But the personalities of each should be assessed in broad terms to explain the impact on relations, e.g. Elizabeth's usually successful attempts to woo Parliament but also her firm handling at times to get her way, James I's extravagance, Charles I's untrustworthiness, Charles II's deviousness, James II's determination to assert a strong monarchy.

Discussion of personality can be set alongside other factors ('How far were...?') These can include the policies which they pursued, e.g. foreign policy, marriages, religion, and the underlying difficulty of creating a stable system of government acceptable both to the crown and to the elites or the adapting or rejection of the idea of divine right. Essays in Band A will concentrate on analysis or explanation, focusing on change over time and an evaluation of the key issue. The ability to frame a very convincing argument will indicate a high level of synthesis. The essays will be fully relevant and well organised. These answers, and those in Band B, will meet fully the synoptic requirements by making links and connections between elements of the question. Band C answers will demonstrate a clear understanding of the implications of the question but, whilst there will be some analysis, there may also be more of a narrative. The range of discussion will show an attempt to synthesise the points which will be made in a mostly relevant manner. Band E essays will lack analysis but the quality of the factual knowledge will be mostly accurate and relevant. There were be a limited attempt to synthesise the points which are made. Answers which do not focus on the question will be awarded a mark in Band U. For example, they may ignore the issue of personality or they may be very fragmentary in their coverage. The assertions may be unsupported.

**3 Explain why, of the English monarchs during the period 1558 - 1688, only Charles I faced a civil war. [60]**

Focus: Comparison of Charles I and other monarchs over an extended period.

Candidates can devote much attention to Charles I but essays which show an understanding and knowledge only of his reign cannot merit an acceptable mark because they will miss the key issue. Some very successful candidates may point out that civil wars were taking place elsewhere in the late sixteenth and early seventeenth centuries but this would be a bonus point. (It cannot be assumed that candidates will have studied an equivalent period in European history.) The reign of Charles I saw the fusion of political and religious issues, together with other factors such as social change and conflicting personalities. The threat of civil war under Elizabeth I was not thought negligible, especially over religion and Catholic plots to place Mary Stuart on the throne. During her reign and that of James I, a natural loyalty to the crown dissuaded opponents from pushing too far, and these monarchs in their different ways usually knew how and when to concede. Charles II could rely on the reaction to the Republic and the Popish Plot did not threaten civil war- the Whigs were not revolutionaries at that time. The example of James II and 1688 gives the opportunity to explain why civil war was avoided at the end of the seventeenth century. James II preferred not to stand and fight and William of Orange's invasion was managed to avoid an outright war. Memories of the 1640s were still alive and there were very few republicans. Answers in Band B will be clearly focused on the question but there will more unevenness than essays which deserve Band A. The essays will be mostly analytical or explanatory but may stray into some narrative for its own sake. The argument will be mostly structured coherently but will lack the strength of the Band A answers. Band D essays will show an attempt to argument relevantly but will be more heavily descriptive - Band C essays will contain more evidence of an effort to explain although these will still depend on description. The Band D essays will not be organised as well as the Band C answers. However, there will be a more apparent attempt to synthesise elements than in the Band E answers, which will also show more weaknesses in organisation.

The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question.

## Key Theme: Dissent and Conformity in England 1558 - 1689

### 4 To what extent, and why, did Protestant nonconformity at the end of the seventeenth century differ from Puritanism in Elizabeth I's reign? [60]

Focus: Examination of change in religion over an extended period.

Most, but not all, Elizabethan Puritans regarded themselves as within the Church working for further reform; seventeenth-century nonconformists did not. There were various stages of development but the 1640 - 1650 period and the years from 1660 to the post-1688 Settlement were key points. The effects of these on the nature and status of nonconformists can be explained; they were completely new developments. Puritanism was less well-defined than nonconformity because it included a range of opinions about doctrine, liturgy and church-state relationships. The seventeenth century saw the expansion and growing influence of sects. Credit will be given when candidates can provide some specific examples of Puritan and nonconformist groups to illustrate their thinking and importance. The analysis of nonconformity and Puritanism, focusing on change, will be maintained consistently in Band A essays. These essays, and to a slightly lesser extent the answers in Band B, will demonstrate a good level of ability to synthesise elements, making links and connections in response to synoptic requirements. Even if there are some weaker sections, which will result in a mark in the lower end of Band A, the essays will demonstrate control of the argument and a clear ability to trace developments over an extended period. These answers will also tackle the issue of 'why'. Band C essays will contain analysis or explanation but will also be prone to more narrative or descriptive passages which contribute more indirectly to the argument. The Band C essays will be organised satisfactorily but will lack the coherence of the higher Bands. Band D or Band E can be given to narrative of different qualities which lack effective explanation. Vague assertions about Puritanism and Protestant nonconformity will be characteristic of essays in Band U. These essays will often be fragmentary in their coverage and will lack the ability to provide coherent and sustained arguments and factual knowledge.

**5 Why was fear of Catholicism so strong throughout this period?**

[60]

Focus: Explanation of causation and continuity in anti-Catholic feeling.

Answers should attempt to identify causes which are valid throughout the period and causes which saw change in anti-Catholicism. Of course, there was also an important continuity. At the beginning, Protestantism was associated with nationalism, there were memories of and propaganda about the Marian persecution and relations with Spain under Elizabeth. This fear was reinforced by the Gunpowder Plot. Developments throughout the seventeenth century include the Elizabethan association of Catholicism with foreign rule, the Stuarts' marriage policies, the rise of Arminianism. Ireland, Charles II's pro-Catholic tendencies, the conversion and policies as King of James Duke of York (II), and the alleged link between Catholicism and the absolutism of Louis XIV.

Candidates will not refer to all of these but they offer the opportunities on which arguments can be based. It is unlikely that candidates will know much specifically about the Catholics themselves in the seventeenth century - this is not a necessary part of the issue - and the question is about the fear of Catholicism. Nor does the question ask whether the fear was justified. Band A essays will concentrate on explaining anti-Catholic feeling and will combine a feeling for continuity with an awareness of changing factors. The discussions will be fully relevant. The Band B essays will be mostly structured coherently but there will be some unevenness in the argument and supporting factual references. Band C essays will contain some explanation but parts will be heavily descriptive or narrative, even anecdotal. However, the answers will show a clear attempt to synthesise some elements. Band E essays will contain basically valid arguments but there will be little attempt to link the factual material to the requirements of the question. These answers will lack analysis although the description will be mostly accurate and relevant. The treatment of elements within the question will be evidently unbalanced. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question.

**6 'The Church of England was always the ally of the monarchy'. How valid is this view of the period 1588 - 1689?**

[60]

Focus: Assessment of the degree of continuity in the relationship between the Church of England and the monarchy.

The statement is certainly true about the reign of Elizabeth I, who forged new links between state and Church. The religious settlement was supported by the Queen against those who would amend it. The early Stuarts saw the state-Church relationship as a vital aspects of monarchy by divine right, and candidates can refer to the general significance of Laud and to religion as a factor in the struggle between King and Parliament. Charles II restored the link although he was not particularly Anglican in his views. Candidates should consider the reign of James II. The Church had natural loyalties to the monarchy which were strained by James II's policies. Some of the most successful answers may refer to the misgivings of the non-jurors at the events of 1688 but the subsequent settlement guaranteed most of the Church's powers; the concessions to Protestant non-conformity were limited. Band A answers will be consistently analytical or explanatory; they will be aware of the limited extent to which the claim in the question can be justified. They will be successful in considering change as well as continuity and will be fully relevant. The answers in Bands A and B will make the synoptic element clearly with links and connections between different elements of the question. Band C answers will show a clear understanding of the implications of the question and will analyse or explain some salient issues but there will also be some heavily descriptive or narrative passages. The approach will be mostly relevant but parts will be expressed less coherently than the essays in Bands B and A. Essays will deserve Band E rather than Band U when they contain some elements of a valid argument and where the factual material is mostly accurate and relevant, even if it is not linked effectively to the argument. The structure of the argument will show weaknesses but an argument will be apparent.

## Europe 1498 - 1610

### Key Theme: The Development of the Nation State: France 1498 - 1610.

- 1 In what ways, and why, was the power of the French monarchy stronger in 1610 than in 1498?** [60]

Focus: Assessment of the change in the power of the French monarchy over an extended period.

Discussion of the civil wars will give rise to questions about the extent of the growth of the crown's power but Henry IV made use of most of the powers which had been used by the earlier Valois and even increased them. However, a view of the end of the period alone will not suffice. Candidates should consider the extent of the authority enjoyed by Francis I in 1515. They may well be vaguer about Louis XII. Higher level responses should be aware of different views among historians although it is not reasonable in this paper to expect detailed knowledge of the argument. Francis and Henry did increase the power of the crown to some extent and candidates can deal with central and local administration, dealings with the nobility and relations with institutions such as the parlements. Candidates should avoid narrative of the civil wars of the second half of the century but their impact is very relevant. Much depended on personality and the personal contributions of (or problems caused by) the various rulers can be assessed. There was also a general development of absolutism in the sixteenth century although comparisons with other states are not expected. 'To what extent...?' is likely to produce different answers but examiners will look first at the quality of the argument, supported by appropriate factual knowledge. The highest level of responses will appreciate both strengths and weaknesses at the beginning and end of the sixteenth century and will provide convincing explanations of developments. Band A answers will show an appropriately wide grasp of developments, supported by some examples, and will suggest some reasons for change. These answers, and those in Band B, will deal seriously with the reasons to support their argument. A highly narrative approach which still contains some valid arguments can be awarded Band C. Band E will need a basically acceptable view of changes rather than an ability to deal with one reign or critical development. They will be relevant but unable to explain why developments took place. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question.

- 2 Why did the religious reform movements make only limited progress in France during this period?** [60]

Focus: Assessment of the degree of success of Protestantism, in France over an extended period.

A useful beginning would be an assessment of the extent of Protestantism in France by the beginning of the seventeenth century, its strengths and weaknesses. Reference can be made to the control of the crown over the Church at the beginning of the sixteenth century, for example through the Concordat of Bologna. Although humanism as a religious reform movement was alive in France, especially under the benign rule of Francis I, the King and leading institutions such as the Sorbonne and parlements were essentially conservative in religion.

Although some candidates might be happier describing the spread of the Protestant, specifically the Calvinist, movement, it still represented a minority, albeit a powerful minority. The positive reasons for the development especially of Calvinism can be explained in terms of doctrine, organisation and appeal to certain social groups. However, the German Lutheranism made little impact beyond some initial interest. The crown opposed Protestantism. Henry IV found it necessary to adhere to Catholicism to secure the throne whilst earlier kings had opposed it in different ways. Not completely successfully but at least the crown did not provide the leadership which it did in England. Some nobles were attracted but others, such as the Guise, remained not only supporters to Catholicism but were its fierce defenders. The general mass of people took their lead from their



social superiors. However, the progress needs to be examined. In 1610, the Huguenots enjoyed some measure of freedom and toleration after the Edict of Nantes (1598). The essence of this Module is the ability to take a long view. An account of the French Wars of Religion alone will probably be worth no more than Band E, possibly Band D if the explanation is accompanied by some very valid points of argument. Band A will be able to explain change or continuity over the prolonged period and will focus on explanation: the question asks 'Why...?'. In both Band A and Band B, the answers will handle successfully the synoptic aspects of the question. Band C will usually mark the turning point between mere narrative and some measured assessment.

**3 Why did the nobility continue to exercise considerable political and social influence in France throughout the sixteenth century? [60]**

Focus: Assessment of the influence of the nobility over an extended period.

All of the answers should concentrate on the nobility although the question allows varying degrees of discussion of other issues. Louis XII used the royal council to extend his authority over the provinces and reformed the bureaucracy. Francis I was keen to maintain or even extend his authority but had to use the nobles, e.g. as provincial governors. The most obvious noble threat came in the second half of the century whilst Henry IV secured peace at the cost of some compromise with noble influence at court and in the provinces. It will be relevant to examine the danger of peasant uprisings; the middle class was never a threat. Religion can be discussed but more credit will be deserved when it is seen directly within the framework of the question about social groups. Band E marks can be secured by a basic understanding and knowledge of a few elements of the century, perhaps of the civil war period or of the reign of Francis I. A more continuous narrative which accepts the claim in the question without much explanation can be awarded Band C. The higher Bands will require explanation and assessment, supported by some brief but appropriate examples, with Band A and, to a lesser extent, Band B requiring success in handling the wider period. They will concentrate on explaining why rather than simply describing developments. The answers in these Bands will be successful in making the synoptic links and connections between different elements of the question.

**Key Theme: The Catholic Reformation in the Sixteenth Century.**

**4 Was the Counter Reformation during the sixteenth century anything more than a reaction to the Reformation? [60]**

Focus: Explanation of the nature of the Counter Reformation over an extended period.

It should be evident that, to a large extent, it was a reaction to Protestantism. Candidates can deal with this explanation for the convening of the Council of Trent and the anti-Protestant measures that were taken. The Jesuits saw themselves as agents against this heresy. Candidates should make these sorts of points at some stage. However, there is more. Credit will be given when candidates examine the extent and significance of pre-Reformation reform, e.g. the founding of new orders. The reforms had an influence and the Church, including the papacy, improved standards in a number of respects. Candidates should support their arguments, especially about reform, by appropriate examples although equally they can be selective to make valid points. Most will surely agree that there was more than anti-Protestant reaction. The highest levels of responses should evaluate their influence successfully. Band A answers will be able to consider alternative explanations, i.e. they may agree that the claim is largely defensible but will realise the limits of the view. Band B answers will miss some possible lines of discussion but will have some range. These answers will be more successful in considering developments through the sixteenth century. Bands C - E may well plump for one explanation with the answers in Bands D and E being highly descriptive; Band C answers will combine description with some explanation. The answers in Bands D and E will have

little success in making the synoptic links and connections between different elements of the question. Fragmentary and very incomplete accounts will be awarded Band U.

**5 ‘Without the co-operation of rulers, the sixteenth-century Catholic Reformation could not have succeeded.’ How accurate do you consider this opinion to be? [60]**

Focus: Assessment of the validity of a judgement about the Catholic Reformation over an extended period.

The influence of rulers was significant but was it decisive? There is evidence that the Council arose out of an earlier will to implement reform. Candidates can explain the arguments for and against the probable success of the Catholic Reformation. However, whereas the less successful candidates will assert its success, the more successful will examine its outcomes and relate them to a number of developments, specifically the rulers but also a revived papacy, the new orders and a more educated and better disciplined clergy. A few candidates may question whether the Catholic Reformation was a complete success and credit should be given when candidates are able to substantiate this claim. Band E will require a basic knowledge of the Catholic Reformation over a prolonged period and some generally valid point about rulers. Band C will be able to provide some context into which to place the description. The higher Bands will be able to combine a view of the Catholic Reformation and an assessment the influence of some individual rulers, especially the Habsburgs in Spain who threw their weight behind Church reform.

These answers will be successful in developing the theme over an extended period and in demonstrating the synoptic quality of being able to make links and connections between different aspects of the question.

**6 How far, and for what reasons, did the power of the papacy change during the sixteenth century? [60]**

Focus: Assessment of the papacy over an extended period.

Vague assertions about the condition of the Roman Catholic Church especially at the beginning of the sixteenth century can be awarded Band U because they will miss the key issue. They will not be convincing about the papacy and especially about its power. Band D and especially Band E answers may be successful in linking the popes with the problems of the Church but will probably be less able to develop the theme. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question. Band C can be awarded for answers which can take a longer view even if it mostly descriptive. Bands A or B can be awarded for answers which focus fully on the power of the papacy with some example of individual popes and which are able to handle the salient issue over the specified period. Band B will miss some possible lines of discussion. However, examiners will take account of the long time-span which the question covers. Even the most successful answers will have little precise knowledge of the individuals. The most probable references will be to a selection from Alexander VI (d.1503 so is just relevant), Julius II, Paul III, Paul IV (Caraffa) and Pius V. The earlier popes often had political priorities and wished to defend the papacy from the perceived threat of general Church councils. The later popes had different aims and became the leaders of a more vigorous Church. Although they lacked the direct political power of some of their predecessors, their spiritual influence was probably heightened.

**Europe 1598 - 1715**

**Key Theme: The Decline of Spain 1598 - 1700**

**1 How justified is the claim that seventeenth-century Spain was ruled by a succession of incompetent kings? [60]**

Focus: Assessment of the abilities of Spanish kings over an extended period.

Although the question asks ‘How justified...?’, most candidates can be expected to agree fully with the judgement. Credit should be given when answers can consider alternative claims even if they are finally rejected. Other issues can be discussed but the central point which must be discussed and assessed is the rule of successive kings, Philip III, Philip IV and Charles II. Whereas the descriptive or anecdotal approach can gain some reward, the higher marks will need an explanation of the reasons why their rules proves harmful. Were the problems (economic, social, military etc.) too great for any ruler to handle successfully? And a good point would be that Charles II tried to safeguard the integrity of Spain after his death. He cannot be blamed for failing to provide a secure heir.

The answers should also put monarchy into the wider context although assertions about the inevitability of decline, especially as bullion ran out, will be very questionable. Some candidates may be aware of the debate about the extent of Spanish decline and this should be rewarded if done well.

But the question is not essentially about the extent of decline but the reasons because there is general agreement that there was some decline. Band A answers will combine the ability to take a view of Spain across the century with an awareness of the importance of particular factors. They will consider the weight of alternative explanations. The supporting knowledge will be appropriate but necessarily brief in view of the range of the theme. Band C answers will usually accept the claim uncritically but with some explanation accompanying a largely descriptive approach. Band E answers will be basically satisfactory about some aspects of Spanish decline but will be unsuccessful in developing an argument. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question. Vague answers which reveal neither understanding nor knowledge will be awarded Band U.

**2 ‘Still a great power.’ Examine this comment on Spain’s role in international affairs during the course of the seventeenth century. [60]**

Focus: Assessment of Spain’s role as an international power in the seventeenth century.

The key phrase is ‘great power’. However, whereas the lowest level responses may be content to describe the economic problems, the higher level responses will link it to the international situation. Economic problems alone which do not link to the international situation will be awarded Band U because it will be too incomplete. Economic problems did not prevent Spain intervening in the Thirty Years’ War and pursuing the struggle against the Dutch. Certainly in the first half of the century, Spain was seen as important, as evidenced by English policy. Cromwell was very undecided whether or not to ally with Spain. Not until the middle years of the century (Rocroi) did Spain suffer significant military and naval defeat. In France, Henry IV, Richelieu and Mazarin took the Spanish threat very seriously and the Spanish marriage was to be important to Louis XIV. At the end of the century, the issue of succession was seen as vital to all other major states. Spain retained its overseas empire in the Americas and in parts of the East. Band E answers will be basically successful in coping with the key phrase by providing some relevant description. Band C answers will be able to follow the description over a reasonable time-span but will lack the quality of analysis and explanation which will be necessary for the higher Bands. Band A answers will be well-integrated, linking the key phrases even if they take a critical view of the quotation. These essays, and those in Band B, will deserve credit for their ability to take a long-term view and they will be able to make the links and connections which will characterise a synoptic approach.

**3 Why did Spain continue to suffer from significant economic problems throughout the seventeenth century? [60]**

Focus: Explanation of Spain's economic problems over an extended period.

The question asks 'Why...?' and answers in Band A or Band B will attempt to provide a series of reasons, supported by appropriate references which reflect understanding and knowledge of the extended period. Band B will be appropriate for sound answers which miss some possible lines of discussion. The answers in these Bands will make the synoptic links clearly, pointing out connections between different elements of the question. Bands D and E answers will convey accurately some idea of a few economic problems but will probably be thin in their coverage of the century.

Highly irrelevant answers which show no understanding of Spain's economic problems will be awarded Band U, as will fragmentary accounts. Band C answers will be uneven but will be capable of developing the theme of a long period of time and will show some understanding of different reasons although not sufficiently to merit the highest Bands. Candidates can discuss the impact of a poor domestic economy, the effects of a rigid social system, the expenses of war (for example, the attempt to regain control over the United Provinces and intervention in the Thirty Years' War), the decline in bullion, lack of investment in industry and failure to implement reform (for example by Olivares). Whilst candidates should be rewarded for their understanding of the historiographical debate about the nature and extent of Spain's economic problems, historiography itself is not a prime objective in this Module and no ceiling is suggested for answers which do not deal with this.

## Key Theme: The Ascendancy of France, 1610 - 1715

### 4 Why was there no significant resistance to the idea of royal absolutism in France throughout the seventeenth century? [60]

Focus: Explanation of an aspect of French political history over an extended period.

Band A answers will test the extent to which the claim is true. There was opposition to monarchs, for example to Henry IV, the Frondes, criticism of Louis XIV by Saint-Simon. However, the idea of absolutism was largely unchallenged. The reasons were partly ideological and reference might be made to the views of Bossuet; there was no feasible alternative, partly historical with the background of rebellion at the end of the sixteenth century and in the middle of the seventeenth, and partly personal because Henry IV and Louis XIV were determined to exercise power in their different ways whilst Richelieu and Mazarin defended absolutism in the interim period. Although the social structure allowed considerable power to the nobility, the monarchy was still pre-eminent. There were no institutions which could challenge its authority. Candidates should not embark on long comparisons with other countries - this can become irrelevant - but brief comparison can be given credit. Highly irrelevant answers will be awarded Band U. Answers which are mostly relevant, even indirectly, and which can point out some examples of absolutism can be awarded Band E. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question. Band C answers will show more scope although their approach will still probably be mostly descriptive or narrative in approach.

A greater concentration on explanation will deserve Band B although answers in this Band may still concentrate more on practical politics rather than on the idea of absolutism. These, and Band A answers, will be convincing in their attempt to explain developments over an extended period.

### 5 How far were the French nobles able to retain their social and political privileges during the period from 1610 to 1715? [60]

Focus: Assessment of an important social class in French history over an extended period.

'To what extent' allows candidates to consider both the privileges and the limits of the nobles in seventeenth-century France. From Band B downwards, the answers may hold that the nobles lost their powers because of Louis XIV and Versailles. Band A answers should understand something of their continuing influence even at the end of the century.

The nobility continued to enjoy tax exemptions and exercised considerable powers in the provinces as governors etc. Answers in Band B and certainly in Band A will differentiate between social and political privileges. Earlier in the century, they had been able to force Henry IV to compromise with them as the price of peace whilst their ability to stir up trouble was apparent to Richelieu and to Mazarin (the Frondes). Vague assertions about France which show little understanding of the nobility will be awarded Band U. A basic level of understanding and knowledge of some key developments can merit Band E. Band C answers will be mostly relevant and will probably be capable of tracing developments in a mostly descriptive manner though most of the century. Bands A and B answers will concentrate on explanation and will be successful in handling the extended period although there will be some unevenness on Band B answers. These answers will be convincing in their ability to meet the synoptic requirements of the question.

**6 Consider the view that, during the period 1610 - 1715, Richelieu did more than any other minister to serve the interests of France. [60]**

Focus: Comparison of the role of French ministers over an extended period.

Candidates can be expected to consider the importance of a series of ministers from Richelieu, Mazarin and Colbert. Candidates in Band A (especially at the top of this Band) might well examine the contributions of other ministers of Louis XIV, such as Louvois and Le Tellier, reflecting the specified period. Other candidates may deal with the position after Colbert's death in 1683. These answers, and some in Band B, will attempt successfully to define 'the interests of France'. Lesser answers may assume them. Answers on Richelieu alone will normally be liable to a ceiling in Band E because, whilst relevant, they will lack the scope necessary for any higher Band. Descriptions of the three suggested ministers may be awarded Band C. The discriminating factor for Band B will be the deliberate attempt to link their work with strengthening the monarchy whilst Band A answers will provide some sort of priority in their assessment. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question.

Richelieu had attempted to extend the power of the crown over the provinces and to restrain troublesome nobles at court. Religious policy, especially towards the Huguenots, was seen as central.

Mazarin had a difficult task during a minority but had restored order and the authority of the crown by 1661. Most candidates may see Colbert only in terms of the economy but his contribution to Versailles was also significant. The later ministers of Louis XIV were of a lesser calibre although individually significant in their relations with the King. Foreign policy is relevant and may well revolve around Richelieu and Mazarin.

## Europe 1661 - 1796

### Key Theme: From Absolutism to Enlightened Despotism, 1661 - 1796

**1 How far was France was affected by the Enlightenment during the period 1661 - 1789? [60]**

Focus: Application of the general study of the Enlightenment to one significant country.

At lower levels, candidates should be able to provide some examples of Enlightened thought and activities in France, with some basic references to major *philosophes* such as Diderot, Rousseau and Voltaire. Although much of their knowledge will be based on the eighteenth century, they should show some understanding of developments during the reign of Louis XIV. The question asks for more than description; how far was France affected? Candidates can deal with a variety of issues, including a regime which was absolute but inefficient allowing the discussion and propagation of radical ideas, the unpopularity of groups and interests such as the Church, noble privilege and inefficient administration. However, the most successful candidates may point out that enlightened discussion engaged mostly the members of the more privileged and wealthy groups. It was not socially radical. France was a country of high culture and the Enlightenment represented a feature of this. Answers in Bands A and B will be aware to analyse and explain issues, showing an ability to develop and link issues over an extended period. They will be aware of the extent and limits of the influence of the Enlightenment, making links and connections to reflect the synoptic requirements of the question. Band C answer will contain some analysis and explanation but there will be some very descriptive elements and the coverage will be uneven. Band D, and especially Band E, answers will be highly descriptive with the latter containing a basic understanding. The lower bands will be less successful in developing the theme or in showing links between elements.

**2 To what extent did governments become more enlightened in Austria and Russia during the eighteenth century? [60]**

Focus: Relationship between the Enlightenment and despotic government in this extended period.

‘To what extent...?’ allows candidates to examine the degree to which governments became more enlightened. Answers in Bands A - B will link sound arguments, a critical sense and a sense of the period as a whole. However, the approach in this paper, based on the study of a prolonged period, does not demand detail and examiners will not be looking primarily at gaps in knowledge but at the validity of arguments and factual knowledge which is referred to. A problem might be the candidates who write the prepared answers on enlightened despotism, which deal accurately with particular rulers but which have very little awareness of developments over a prolonged period. These will deserve some credit but the lack of range will prevent the award of a high band. Certainly answers which are limited to a particular ruler or developments e.g. why did Joseph II fail? Was Catherine the Great enlightened?, will not represent a high level of response but they will be relevant aspects of a wider discussion. Examiners will look for an awareness of change or continuity in the argument. High credit will be given to arguments which are sustained and factual references, whilst brief, will be appropriate.

The narrative or highly descriptive approach might be worth Bands D or E but Bands A and B require assessment. The question specifies Austria and Russia. A balance of 60:40 either way can merit any mark band. A greater imbalance would result in a lower mark. Answers which are limited to one country should normally be awarded a maximum of Band E. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question.

**3 Why did the Roman Catholic Church experience significant problems during the period 1661 - 1790? [60]**

Focus: Examination of the problems of an important institution over an extended period.

Vague assertions which lack examples or a sense of development (change and continuity) will be awarded Band U. These essays will not be focused on the requirements of the question. A very uneven but mostly relevant survey which can provide some references will be worth Band E, with fuller description worth Band D. Band C answers will demonstrate a serious effort to explain although the explanation will be accompanied by much description or narrative. Bands B and then A can be awarded to answers which focus on the requirements of the question and which analyse issues over an extended period. These answers will make the necessary links and connections between aspects of the question. Examiners are reminded that the specification requires study of Austria and France (and Russia but the latter will not be needed in this question.). References to other European countries will be given credit but should not be a necessary part of answers (i.e. their omission should not result in a lower mark). Essays can discuss the challenge of Reason to the Church whilst privilege was criticised by enlightened thinkers. The question also gives 1790 as the end date to accommodate Joseph II. The French section ends in 1789 and examiners will not expect discussions of religion and revolutionary France.



## Oxford Cambridge and RSA Examinations

### Advanced GCE

### HISTORY

#### THEMES IN HISTORY 1793-1996

**2591**

### Specimen Paper

Additional materials:

- Answer paper
- Insert 1 (booklet containing a chronology for each Option)

**TIME** 1 hour 30 minutes

#### INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Candidates should answer any **two** questions.

This paper contains questions on the following five Options:

- Britain 1793 – 1921
- Britain 1834 – 1996
- Europe 1792 – 1919
- Europe 1855 – 1956
- America 1763 – 1980

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

**Answer any two questions.**

#### INFORMATION FOR CANDIDATES

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

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

Candidates are expected to demonstrate understanding of the issues in their selected question over a period of at least a hundred years.

Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the connections between a range of perspectives and of the process of historical change across the full breadth of the period studied.

## Britain 1793 - 1921

### Key Theme: Britain and Ireland 1798 - 1921

1. Why were some forms of opposition to the Union more successful than others in the period 1798 -1921? [60]
2. Why, and with what results, did Ireland become an ever more divisive issue in British politics from 1798 to 1921? [60]
3. How successfully did British governments tackle Irish economic problems in the period 1798 -1921? [60]

### Key Theme: War and Society in Britain 1793-1918

4. How successfully were British interests defended and promoted in war in the period 1793 - 1918? [60]
5. To what extent did the preparation for, and the conduct of, war become as much a matter of technological and industrial management as of military training and actual fighting in the period 1793 -1918? [60]
6. How successfully did British governments manage public opinion during war in the period 1793 - 1918? [60]

## Britain 1834 - 1996

### Key Theme: Poor Law to Welfare State 1834 - 1948

1. Why, during the period 1834 - 1948, did governments come to tackle the social problems caused by urbanisation through state intervention rather than laissez faire? [60]
2. How far did popular attitudes to the best way to deal with poverty change between the introduction of the Poor Law Amendment Act of 1834 and the debate on the Beveridge Report in 1943? [60]
3. Examine the changing problems faced by those who wished to expand the public education system during the period 1834 - 1945. [60]

### Key Theme: The Development of Democracy in Britain 1868 - 1992

4. Why were the Conservatives more successful than the Liberals in maintaining themselves in power from the middle of the nineteenth century to the late twentieth century? [60]
5. Assess the contribution of different groups in society to the development of democracy in the period 1868 - 1992. [60]
6. Did media developments in this period do more to challenge or to assist governments and political parties in dealing with a changing electorate? [60]

### Key Theme: The Development of the Mass Media 1896 - 1996

7. Compare the importance from the late nineteenth to the end of the twentieth century of at least three of the following factors as explanations for the growth in importance of the mass media in Britain:
  - the invention of new technologies,
  - developments of advertising techniques,
  - the growth of prosperity,
  - the nature of the BBC. [60]
8. Examine whether the ability of the mass media to affect the outcomes of general elections has increased, diminished or stayed about the same over the past hundred years. [60]
9. 'In times of national crisis, the mass media always comes under the control of the state.' How far does a study of the relations between the mass media and government since the late nineteenth century support this claim? [60]

## Europe 1792 - 1919

**Key Theme: The Changing Nature of Warfare 1792 - 1918**

1. How far did industrialisation revolutionise the nature of warfare from 1792 to 1918? [60]
2. 'Generals win battles, resources win wars.' How far does your study of the period from 1792 to 1919 confirm this view? [60]
3. How far was the conduct of warfare affected by public opinion in this period? [60]

**Key Theme: The Challenge of German Nationalism 1815 - 1919**

4. How much more united was Germany in 1918 than in 1815? [60]
5. How successful were the German states in this period in dealing with the problems posed by German nationalism? [60]
6. 'In 1815, German nationalism was a minority interest.' How far had this changed by 1919? [60]

## Europe 1855 - 1956

### Key Theme: Russian Dictatorship 1855 - 1956

1. With what truth can it be asserted that Russia peasants were never really freed in the period 1855 - 1956? [60]
2. 'Stalin's dictatorship owed more to the traditions of autocratic rule, as practised in pre-Revolutionary Russia, than it did to either Marxist theory or Lenin's methods.' Discuss this interpretation of Russian history with reference to the period 1855 - 1956. [60]
3. Why was opposition to the state more often unsuccessful than successful in the period 1855 - 1956? [60]

## America 1763 - 1980

### Key Theme: The Struggle for the Constitution 1763 - 1877

1. During the period 1763 - 1877, how far did the Constitution represent more a unifying than a divisive force in America? [60]
2. During the period 1763 - 1877, how significantly did the influence of the presidency in the affairs of the United States change? [60]
3. How far do you agree that the civil war proved to be the most important turning point in the development of American history from 1763 to 1877? [60]

### Key Theme: Civil Rights in the USA 1865 – 1980

4. For what reasons did some immigrant groups to America during the period 1865 - 1980 achieve particular social and economic success? [60]
5. How far did the determination to preserve the rights of states against federal government impede the achievement of civil rights during the period 1865 - 1980? [60]
6. How united, during the period 1865 - 1980, were African Americans in the struggle to achieve greater civil rights? [60]

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**Oxford Cambridge and RSA Examinations**

**Advanced GCE**

**HISTORY**

**THEMES IN HISTORY 1793 - 1996**

**2591**

**Mark Scheme**

**See also Appendix E: Generic Mark Bands: Units 2590 and 2591.**

## QUESTION SPECIFIC MARK SCHEME

### UNIT 2591

### THEMES IN HISTORY 1793 - 1996

#### Britain 1793 - 1921

#### Key Theme: Britain and Ireland 1798 - 1921.

- 1 Why were some forms of opposition to the Union more successful than others in the period 1798-1921? [60]**

Focus: Analysis of a continuing historical phenomenon over an extended period.

This question requires candidates to examine various types of opposition to the Union across the period and to determine why some were more successful in achieving modifications and concessions than others. The better essays will focus on the differing aims and methods of opposition (from radical independence groups like the United Irishmen, the Fenians and Sinn Fein to Home Rule and more single issue groups wanting, for example, Catholic Emancipation). This will help to explain relative success but so too will their ability to mobilise support, the nature of that support and the type of methods adopted (working within the system - 1820s and 1840s to confronting it - 1790s, 1910s). Success (emancipation and land reform) can be compared with failure (Home Rule for most of the period). Where a range of factors has been analysed and explained across the extended period, Bands A and B will be appropriate but we cannot expect candidates to examine any one form of opposition in detail. Answers which lack range and betray a lack of understanding of opposition should not receive more than Band C. Narrative and description cannot go above Band D. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question.

- 2 Why, and with what results, did Ireland become an ever more divisive issue in British politics from 1798 to 1921? [60]**

Focus: Analysis of a continuing feature of British history over an extended period.

The focus here is on British politics, the Westminster perspective, with the emphasis on cause and effect across a period of time. We cannot expect candidates to examine in detail every moment of Irish impact but they should be able to appreciate the general themes and strands. No set conclusions are to be expected but better candidates may be expected to refer to: divisions over how to pacify Ireland (coercion v concession) in all political groupings and parties, especially the Liberals, e.g. over Emancipation, Home Rule, Partition, the building into Westminster of a large Irish representation post 1800 and the need to secure their support - 1830s, 1880s (Ulster Unionists) and post 1910; Ireland as an imperial and strategic issue; the religious dimension and the Protestant Ascendancy. Results will also need assessment, especially the splits and their impact (1829 and Emancipation; 1834 and the Irish Church; 1845 and Maynooth; 1886 and Home Rule; 1921 and Partition). Candidates in Bands A and B may pick up on 'ever more divisive' and question whether this was the case. One would not expect a complete coverage. A characteristic of answers in Bands A and B will be that they are successful in meeting the synoptic requirements by making links and connections between different aspects of the question. Essays which only examine either why or with what result will not be able to go beyond Band D at best. Narration and description may reach Band C if very well done.

**3 How successfully did British governments tackle Irish economic problems in the period 1798-1921? [60]**

Focus: Assessment of a particular policy over an extended period.

The focus here is on the question of success and the changing nature of Irish economic problems in the extended period. The best candidates will appreciate the difference between specific problems (agrarian backwardness; overcrowding; famine; tithes; rents; depression and land Issues in general) and British governments' perception of them (much was done to tackle tenurial and tithe issues, much less until the 1890s to look at structural weaknesses). They will evaluate success and approach in key periods - dealing with Famine in the 1810s and 1840s; with Land Issues in the 1830s, 1870s / 1880s and 1890s / 1900s. No set conclusions are to be expected, although it is likely that candidates will argue that the Wyndham period (turn of the century) was the most successful, the Famine periods the least. Weaker candidates who describe or narrate cannot go beyond Band C at best. Partial coverage or a failure to appreciate the diversity of problems will not be able to go beyond Band D and may well be lower. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question.

**Key Theme: War and Society in Britain 1793-1918**

**4 How successfully were British interests defended and promoted in war in the period 1793- 1918? [60]**

Focus: Assessment of the defence of British interests over an extended period.

The focus here is on the question of success and of what British interests were (strategic, promotion of trade, security of a particular area). The best candidates will range widely (Revolutionary and Napoleonic Wars; Colonial Wars; Crimea and the First World War), but a complete and detailed coverage is not expected. The key quality is analysis and evaluation. Narration and description of wars, however well done, cannot go beyond Band C at best. Partial coverage (interests without an evaluation of success) cannot go beyond band D. Candidates are likely to conclude that interests were well-defined in the French, Colonial, Opium and First World Wars although success was mixed and gradual, 1793-1815 and 1914-18, with more success in limited Colonial wars. Interests were less well-defined in the Crimean and Boer Wars and the extent of success more open to debate. Some consideration of the relative roles of military and sea power in this would mark out a Band A or B candidate. However, no set conclusions are to be expected. The quality of argument is the key determinant. However, answers in Bands A and B will be successful in dealing with the period as a whole although there will be some unevenness in Band B answers. Answers in these highest Bands will be successful in their attempts to make links and connections between the various aspects of the question.



**5 To what extent did the preparation for, and the conduct of, war become as much a matter of technological and industrial management as of military training and actual fighting in the period 1793-1918? [60]**

Focus: Analysis of the nature of warfare over an extended period.

Answers here will need to establish an evaluative balance between technological and industrial management on the one hand and military training and fighting on the other. No set conclusion is to be expected although it is likely that candidates will conclude that management became of much greater importance from the Crimea onwards and was probably the major determinant in the First World War. The reasons for this (application of technology to weaponry, attrition, growth in size of armies and bureaucracies) should be understood. Nevertheless it is appropriate to stress training, fighting and the changes here (the Peninsular and Colonial wars, the Crimea, the Boer War). The Navy was arguably always a case of technology and management throughout the period. Detailed knowledge of every war cannot be expected. The best candidates will balance both aspects well and analyse and evaluate with a wide reference to examples, showing appropriate understanding and knowledge of the extended period. Band A will be appropriate for answers which are fully relevant, explanatory and are able to trace the salient issues over the extended period. Band B answers will show some unevenness but will also satisfy the synoptic requirements of the question. Partial coverage (one aspect only or reference to just one war at worst) cannot go beyond a Band D, probably lower. Narration and description of wars, fighting and technology cannot go beyond Band C at best and then only if accompanied by some comment or analysis. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question.

**6 How successfully did British governments manage public opinion during war in the period 1793 - 1918? [60]**

Focus: Assessment of British governments' handling of public opinion over an extended period.

The focus here is on the question of success across the whole period. The best candidates will range widely, evaluating the extent to which public opinion mattered, its growth, particularly with the advent of a powerful press post-1850, and the extent of government concern and success in managing it. Detailed knowledge of all aspects is not to be expected, nor are set conclusions. ~ is likely that candidates will conclude that with the exception of the Crimean and Boer wars, governments were successful in general terms and did take pains to manage opinion throughout the period (from Nelson's State Funeral, Trafalgar Square, cartoon portrayals of the French Revolution and Napoleon to Kitchener and the demonisation of the German 'beast' in the First World War). Nevertheless there was a limit to what could be done as there were on the sources of information available. Arguably the rise of Cobdenite pacifism, particularly in opposition to the Opium and Colonial Wars, was marginalised yet still significant and was to surface both in the Boer War and in 1914. Governments were less successful in disguising mismanagement (Walcheren, Sebastopol, Balaclava, Inkerman, 'Black Week' in the Boer War, shell shortages in 1915) and as a result fell or changed on occasions - Aberdeen and Asquith. No set emphasis is expected although Band A and B essays will analyse, evaluate and range reasonably widely.

Narrative and description will be confined to Band C at best, whilst partial coverage of say one war or sub-period only will not go beyond a Band D mark and will probably be lower. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question.

**Key Theme: Poor Law to Welfare State, 1834 - 1948**

- 1 Why, during the period 1834 - 1948, did governments come to tackle the social problems caused by urbanisation through state intervention rather than laissez faire?** [60]

Focus: Explanation of the change from laissez faire to state intervention over an extended period.  
Candidates can discuss a variety of problems which were caused by urbanisation, including housing, health and working conditions. A reasonable guide would be that answers which show an awareness of three problems could merit any Mark Band. Two would normally lead to a ceiling in Band B and one to a ceiling in Band D. Credit should be given when examples are used to illustrate valid points. An important discriminating factor in delineating answers in Band A and most in Band B will be success in explaining the terms 'laissez faire' and 'state intervention'. Both appear in the specification and it is reasonable to expect candidates to have met them. These answers will be able to trace developments successfully over the extended period and will make the links and connections that characterise a synoptic approach. Other answers may assume the terms but Bands C - E answers will apply them basically correctly even if the approach is largely narrative and descriptive. Vague assertions and fragmentary accounts of living conditions without reference to government approaches will be awarded Band U.

- 2 How far did popular attitudes to the best way to deal with poverty change between the introduction of the Poor Law Amendment Act of 1834 and the debate on the Beveridge Report in 1943?** [60]

Focus: Assessment of the change in attitudes to poverty over an extended period.  
Although the question mentions two specific stages, examiners are reminded of the nature of the Module, that candidates are not expected to have detailed knowledge of particular developments but are looking for an awareness of change and continuity. (But this does not justify vague assertions.) The question mentions 'popular attitudes' which takes the scope beyond governments although politicians responded to the public mood. The 1834 Act attempted to address need but established a system which soon became unpopular and discredited because of its apparent harshness. The workhouse became associated with the worst sort of poor relief. However, whilst referring to the debate, candidates can note that the system was probably largely supported by those who had to pay to maintain it. By the beginning of the twentieth century, the Liberals, supported by Labour, were pushing for reforms which were implemented by Lloyd George and others e.g. Old Age Pensions, National Health Insurance.  
This may have reflected the growing political importance of the lower classes. But there was still a lively debate about costs and contributions. The depression of the inter-war years saw means-testing but the Beveridge Report sought to establish a safety net 'from the cradle to the grave', with universal contributions. Public opinion seemed determined for change. Band E will need more than an account of 1834 or the Beveridge Report; the theme demands some awareness of change. For example, what were the consequences of the Poor Law Amendment Act? Why was the Beveridge Report commissioned and written? The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question. Band C answers will be able to trace developments in a highly narrative manner with some accompanying comments. Band B answers will not be as complete in their assessments and explanations as those in Band A but both of these Bands will contain answers which have a sound assessment of change over an extended period and can offer some valid reasons. Band A answers will consider overtly 'How far...?' The argument about the cost of dealing with poverty continued as also did the debate about the justification of providing for everybody. What of self-reliance?

**3 Examine the changing problems faced by those who wished to expand the public education system during the period 1833 to 1945. [60]**

Focus: Explanation of the problems in educational change over an extended period.

Candidates should recognise 1833 as signifying the first public grant to education and 1945 as the end of the Second World War, which followed the Butler Education Act. Most will conclude that the expansion was very successful but Band A - C answers should also show some realisation of the problems and difficulties which threatened success. Band C answers will offer simple explanations but these will be more developed in answers worth the higher bands. These included the arguments in the nineteenth century about compulsion and control, with the religious authorities (especially the Church of England) keen to see education as part of their domain. Until the end of the century, the debate about the extent of government intervention was also a real issue. The depression of the 1920s and 1930s saw cutbacks.

Credit should be given when candidates discuss the significance of major turning points such as important legislation which expanded provision. Vague assertions about schools and children will be awarded Band U. Band E answers will be mostly relevant but will be limited in their awareness of change, concentrating on particular periods. Band C answers should be able to provide a survey of some salient factors although the explanation will be limited. Answers in Bands A and B should concentrate on analysis and explanation over an extended period. The best answers will combine the ability to organise an argument and to highlight particularly important factors against change. They will make links and connections between aspects of the question, so satisfying the synoptic requirement.

**Key Theme: The Development of Democracy 1868 - 1992.**

**4 Why were the Conservatives more successful than the Liberals in maintaining themselves in power from the middle of the nineteenth century to the late twentieth century? [60]**

Focus: Judgement about the contrasting development of two major political parties over an extended period.

Candidates may consider both direct and indirect reasons. The Conservatives continued to enjoy support from many of the middle classes and from much of the working classes, including women after their emancipation. They adapted to the needs for different policies, for example accepting the consequences of a wider franchise in the later nineteenth century and providing a generally efficient party organisation which was important in mass politics. For much of the time, from Disraeli to Thatcher, they offered policies which were popular. The Liberals became divided and were overtaken by the Labour party as the most important alternative to the Conservatives. Candidates can mention briefly why the Labour party did not offer a more consistently successful threat to the Conservatives but the focus should be on the Conservatives and Liberals. Liberal support became increasingly marginalised although there were signs of revival by the late twentieth century, none of the subsequent leaders could match the appeal of Gladstone in the second half of the nineteenth century and Lloyd George at the beginning of the twentieth century. Examiners will expect a reasonable balance between the Conservatives and the Liberals although the emphasis will be on the former. 60: 40 can merit Bands A or B; a 70:30 approach will usually indicate Bands C or D and a greater imbalance will lead to lower Bands. The approach to the development of parties in Band A essays will be consistently analytical or explanatory rather than descriptive or narrative. The demands of the question, mainly causation and change over an extended period of time, will be fully addressed. These essays will display a high level of ability to synthesise elements. They will be fully relevant. The arguments will be structured coherently and supported by very appropriate factual material. Ideas will be expressed fluently and clearly. Marks in the lower end of Band A will

indicate some weaker sections but the overall quality shows that the candidate is in control of the argument. There will be some more evident unevenness in Band B essays but the answers will still represent a good, solid argument. Band C essays will contain analysis or explanation but there may be some heavily narrative or descriptive passages. They may lack some appropriate balance and depth in factual knowledge. The basic approach of Band E essays will show less of an attempt to link the material to the question than Band D answers and the structure of the argument will show more weaknesses.

Answers in Band U will contain many unsupported assertions. The argument and the factual knowledge will be fragmentary or very episodic. There will be no reflection of the synoptic nature of the Module.

**5 Assess the contribution of different groups in society to the development of democracy in the period 1868 - 1992. [60]**

Focus: Assessment of different social groups, evaluating their relative impact over an extended period of time.

Candidates should establish some of the most important relevant groups as a framework for discussion, e.g. Whigs, Liberals, Conservatives and Socialists, landed aristocracy, urban middle classes and women. Their views on and contributions to democracy were conditioned by changes over the century. Higher Band candidates might consider whether groups changed. For example, were landed groups always opposed and the middle classes always in favour? Was the working class always active? Credit will be given for discussion of key turning points such as 1832, 1867 and 1918.

Candidates can consider how the competitive relationship between Liberals and Conservatives over franchise issues changed. The topic is open to interpretation and examiners will be flexible in the potential variety of responses and examples deployed. Band A answers will be capable of handling a variety of explanations in assessing causes over an extended period of time. The discussions will be very relevant and structured coherently. However, examiners will not expect comprehensive treatment of political and social groups even in the most successful answers; the essential test will be the ability to range over time and to show a broad awareness of factors. Band B essays will show more unevenness although the overall effects will be analytical and will display clearly the ability to synthesise elements of the question. Band C answers will contain some analysis but there may well be a more descriptive approach. Band D essays will also indicate attempts to argue relevantly but will depend more on description than on explanation, which may be limited and implied. However, there will be more of an attempt to link the material to the question than in Band E essays. Answers in this lower Band will have some little success in synthesising different elements of the question. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question. Band U answers will not focus adequately on the question. They will be vague in their arguments and in their factual knowledge. Much of the discussion may be irrelevant.

**6 Did media developments in the period do more to challenge or to assist governments and political parties in dealing with a changing electorate? [60]**

Focus: Judgement about the relationship between the political system and the media over the century.

Candidates can consider key media developments such as the rise of the popular press, the impact of the cinema, radio and television. Candidates may conclude that the press in particular offered opportunities to harness the electorate to a political cause, e.g. Beaverbrook and imperial issues after 1900. Credit can be given when candidates consider whether the press responded to politicians or vice versa. The nineteenth century saw significant support for the Liberals, e.g. the Manchester Guardian. From 1900 the new popular press appealed to the lower middle class and backed the Conservatives, e.g. Daily Express and Daily Mail. Radio, i.e. the BBC, tried to take a more deliberately neutral line and reference can be made to the struggle over control in 1926. War has seen the importance of propaganda. The cinema could provide support or it might open eyes to injustice. Television was a later development, with news and opinion programmes as well as direct appeals through party political broadcasts (and ministerial statements).

Candidates can argue either way overall. Some will opt for assistance whilst others will go for challenge. Less successful answers will fail to provide a valid argument and, at the most, will be purely anecdotal. In Band A essays, the approach will be consistently analytical or explanatory rather than descriptive or anecdotal. The demands of the question, especially change over time and evaluation of factors will fully addressed. a high level of ability to synthesise elements. The essays will be fully relevant and structured coherently. There will be very appropriate if necessarily selective factual material. Ideas will be expressed fluently and clearly. In Band B answers, there may be some weaker sections but the overall quality shows that the candidate is in control of the argument. However, even the most successful answers may miss some aspects of the media in a wide question. Answers in both of Bands A and B will be successful in meeting the synoptic requirement by making links and connections.

Band C answers will provide appropriate arguments and supporting factual knowledge but they will lack the more determined analysis or explanation of Band B essays. Band D essays will probably limit their arguments to introductions or conclusions, concentrating more on descriptions. The structure of the argument will be apparent but could be more effective. Essays will deserve Band U rather than Band E when they fail to focus on the question and lack a basic argument and factual material. They will be insufficiently relevant. Answers which deal with one form of media cannot get beyond Band E. Essays which deal with only two will usually deserve a ceiling mark at the top of Band C. Bands A and B should have a wider range, with the reminder about reasonable expectations of coverage in this Module.

**Key Theme: The Development of the Mass Media, 1896 - 1996**

**7 Compare the importance from the late nineteenth to the end of the twentieth century of at least three of the following factors as explanations for the growth in importance of the mass media in Britain: the invention of new technologies, developments of advertising techniques, the growth of prosperity, the nature of the BBC. [60]**

Focus : Analysis of reasons for the increasing importance of the mass media.

Many candidates are likely to try and explain how each of these factors separately helps explain the growth of the mass media but answers in Bands A - B should be clear about 'comparative importance' and will be successful in handling the extended period. Vague discussion about the mass media which reveal a lack of understanding and knowledge of any of the specified aspects will be awarded Band U. They will lack an historical sense of change or continuity. Band E can be awarded to answers which show a basic ability to deal with two in a very descriptive manner or one

if the description so accompanied by an effective assessment. There will be some awareness of change and continuity. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question. Band C answers will be unbalanced between the three+ elements and weak on comparison but the answers will show a firm grasp of separate developments. Band A candidates should be able to show development over time, analysing the importance of particular elements and linking them.

**8 Examine whether the ability of the mass media to affect the outcomes of general elections has increased, diminished or stayed about the same over the past hundred years.** [60]

Focus : Comparison of the influence of media in different historical eras.

The obvious contrast is between the role of the popular press in the late nineteenth century and press and television in the late twentieth century. Some awareness of the differences in the franchise and the nature of elections will be needed to provide a sound answer to the question. Irrelevant discussions of the mass media should be awarded Band U; there must be some attention to the key issue of influence in general elections. Those who make accurate references to different eras which show some understanding of the media can be awarded Band D, or E if the knowledge and understanding is more basic.

Answers from Band C upwards should be able to distinguish between different forms of media, e.g. the age of the radio in mid-century and the later influence of television. Marks in Band A can be given to who use wide-ranging and detailed knowledge to develop an impressive analysis and which justify clearly their conclusion about the extent of change or continuity over an extended period. There will be clear links and connections between different aspects of the question. Credit will be given when candidates refer to particular elections.

**9 ‘In times of national crisis, the mass media always comes under the control of the state.’ How far does a study of the relations between the mass media and government since the late nineteenth century support this claim?** [60]

Focus: Assessment of the extent of the independence of the media from governments in times of national emergency.

The use of the phrase ‘national crisis’ should give candidates scope to choose from a wide range of examples. The most obvious is war against another state or states. The two World Wars and the Falklands War are the best examples, the Boer War and the Suez campaign perhaps a little less well known. The problems surrounding Ireland are a situation which many would describe as national crisis. The Cold War might be another. Reference might also be made to the General Strike. The answers which develop from a detailed consideration of the nature of the government-media relationship in a wide range of emergency situations to an impressive comparative analysis over an extended period should be awarded Band A. If coverage is slightly less comprehensive but still marked by sound argument, Band B might be appropriate. Band C will often be suitable for answers which can develop some analytical comparison of a range of relationships from different eras, e.g. press in nineteenth century with press, radio and television in the twentieth, to supplement good description. Band E answers will be mostly relevant but will be very selective in their handling of developments. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question.

Those who describe the relationship between government and media over time and no more will merit Band U

## Europe 1792 - 1919

### Key Theme: The Changing Nature of Warfare 1792 - 1918

#### 1 How far did industrialisation revolutionise the nature of warfare from 1792 to 1918?

[60]

Focus: Explanation of the relationship between industrialisation and warfare over an extended period.

This question gives candidates the opportunity to draw on their knowledge of the nature of warfare from across the extended period. They may refer to the following: the impact on warfare in relation to the resources [in arms and equipment] industrialisation made available - i.e. they should seek to demonstrate that industrialisation increased the scale and intensity of warfare; the impact on warfare in relation to communication, mobility and mobilisation through the development of telegraph, railways and later the internal combustion engine; the impact on warfare in relation to the power and effectiveness of arms and in the relative capacity of a state to wage war. The key to a good answer will how far the candidate manages to address the question of 'revolutionised'. Clearly many aspects of warfare did change as a result of industrialisation; the warfare of World War One was very different to that of the Revolutionary and Napoleonic Wars in terms of its scale, its weaponry, the nature of the battlefield, the role of the 'Home Front', the speed of mobilisation, the remoteness of command and so on. In Band A answers there will be a consistent and substantiated argument developed in relation to the question which addresses 'How Far': most key aspects of the question will be addressed and examples will be apposite and drive home the developments/continuities which are identified across the specified period. Issues of scale and intensity of warfare will be addressed. Band B answers will miss some possible lines of discussion but answers in both of these Bands will be convincing in their attempts to meet the synoptic requirement. Band C answers will still be distinguished by the ability to argue although this may not be sustained throughout the essay and there may be some (relevant) description. One or two more obvious aspects may not be included and examples may be limited in range. Even so the issue of change will have been competently addressed. Band E questions may either take the form of relevant and largely accurate descriptions where the material is not effectively bent to the question or take the form of a more generalised argument that is only modestly supported.

#### 2 'Generals win battles, resources win wars.' How far does your study of the period from 1792 to 1919 confirm this view?

[60]

Focus: Explanation of the relative role of different factors in winning wars

Clearly candidates have two key issues to address - the relative role of generals and resources in securing victory in battle and war, It is possible for candidates to develop a range of hypotheses about the relative merits of each and much will depend on the range and accuracy of the evidence they deploy. They may seek to demonstrate that generals do indeed win battles - pointing to, for instance, the brilliance of generals like Napoleon, even Garibaldi. They could suggest also that ultimately resources do win wars - Napoleon won whilst he had superior resources, but lost when the Fourth Coalition could deployed the combined weight of four great powers and their allies.

They might argue that Germany's fate was effectively sealed when America declared war in April 1917 and seek to show that the imbalance of resources in 1918 led to defeat. They might also suggest that victory still depended on the decisions and planning of generals and their staff and that it was possible to win wars without them becoming wars of resources as in, for instance, the Franco-Prussian War of 1870-71. Band A answers will be distinguished by the relevance and tightness of the argument and the quality of the supporting evidence. There should be evidence drawn from a

range of wars/battles/generals etc. although quality rather than quantity should be the key discriminator. Answers in this Band and in Band B will be successful in handling the period as a whole. Band C answers will address the question, but the quality of argument and analysis will not be sophisticated or necessarily sustained. Points will be substantiated but not always fully and there may be passages of description. the range of examples may be limited. Band E answers may provide a few limited points in relation to the question but will be characterised mainly by passages of relevant description or thinly supported argument. Alternatively there may be reasonably sound arguments which depend on only one or two wars for examples. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question.

### **3 How far was the conduct of warfare affected by public opinion in this period? [60]**

#### Focus: Evaluation of the impact of one factor on the nature of warfare

Candidates must discuss the specified aspect of public opinion but 'How far...?' allows them to discuss other issues. One can expect candidates to deploy evidence about resources, manpower, conscription, the organisation of the state for war, political considerations and so on. Clearly public opinion had an important impact on the First World War - from support at its start to the revolutions in Russia and Germany at its end, issues of morale similarly affected the French war effort; issues of conscription and the organisation of the state to supply the war effort were also important. However, we should expect candidates also to look at wars throughout the period they might point to the levee en masse of the Revolution which was impelled by public fears about the survival of the French Revolution, the reforms in Prussia as a result of defeat after 1806, the role of nationalism in Germany in the War of Liberation in 1813. The answers can refer to the impact of public opinion on Napoleon III in 1859 and in Britain over the Crimea and so on. In very recent times, there has been concern about the impact of nuclear weapons. There is much that could be included and it is difficult to be prescriptive. Band A answers will be distinguished by their identification of different ways in which various factors impinged on war. In Bands A and B, answers will be able to trace developments through the specified period and will make valid links and connections to reflect the synoptic element. Band C answers will be focused on the issue of impact but the argument and evaluation will not be as sophisticated or wide ranging and there will be anecdotal description rather than explanation. Band E answers will describe mostly accurately and relevant some domestic factors and make some basically acceptable generalisations.



## **Key Theme: The Challenge of German Nationalism, 1815 - 1919.**

### **4 How much more united was Germany in 1919 than in 1815?**

**[60]**

Focus: Knowledge and understanding of the German situations in 1815 and 1919 with a considered judgement on the progress of unification and unity.

Candidates will need to unpack the notion of unity - racial, linguistic, cultural, economic and political - appreciating change and continuity over a period of time although examiners will not expect a discussion of all of these aspects. They can examine the different stages of unification and the extent and limits of the bonds which united Germany. The more successful candidates can explain the limits, e.g. still some feeling to include Austria, religious divisions, social differences in an autocracy. After the First World War, some parts of Germany were lost, including Posen, the Polish Corridor, Alsace Lorraine. Grossdeutsch was forbidden. On the other hand political power lay with a Reichstag. Germany remained an economic force. Irrelevant and fragmentary accounts will be awarded Band U. Answers in Bands C - E will probably concentrate on narratives. To get to Band E, answers will have to demonstrate understanding and knowledge of more than the period of unification under Bismarck; this would be too narrow to be acceptable. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question.

Band B answers will concentrate on explanation and analysis but will probably be stronger on the period before 1871 than after. Success in dealing with 1871+ will probably be the discriminating factor in Band A answers but answers in both of these high Bands will include discussions of an extended period and will demonstrate sound synoptic skills in making links and connections.

### **5 How successful were the German states in this period in dealing with the problems posed by German nationalism?**

**[60]**

Focus: Evaluation of the response to the problems of long-term nationalism by German rulers.

Candidates can consider problems such as liberalism in 1848-49, challenges to law and order and to territorial status quo. Nationalism might lead a state to expand - Prussia - and to the loss of power because of demand for social reform. There might be a loss of economic and of identity and even the threat of foreign intervention (France or Russia) to oppose nationalist tendencies. Candidates can examine particular developments, certainly the key stages of unification but also 1914 and events leading to the outbreak of the First World War. Only the most successful are likely to mention minor princes and detailed identification is not expected. Candidates can show the varied responses, which included repression and concession. The quality of examples and argument will largely determine the level of response. Band A answers will be able to explain valid points about German nationalism and the response of German rulers. However, answers in the bottom of this Band may be slightly unbalanced. They will deserve the Band when they combine an understanding of the major issues with the capacity to develop points over the extended period. Band B answers will also be explanatory or analytical but will be more obviously unbalanced although they will make some valid points about each aspect.

Answers in these two Bands will show appropriate understanding and knowledge of the extended period. Band C answers will interpret nationalism generally and will provide relevant descriptions with some occasional comments. Thinner narratives can be awarded Bands D - E. However, the question demands some awareness of change or continuity even in Band E and an account of Bismarck's career in the 1860s alone will not qualify for this Band. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question.

**6 'In 1815, German nationalism was a minority interest.' How far had this changed by 1919?**

**[60]**

Focus: Explanation of the role of nationalism in Germany over an extended period.

The developments of the 1860s under Bismarck can form an important element of the answers because they confirmed the changes since 1815, when nationalism had a limited appeal, concerning only some intellectuals, and laid the foundation of Germany to 1919. However, Band E answers will require more than this foundation because the question demands some success in taking a longer view. Thin and very incomplete accounts will be awarded Band U. Band E answers will contain accounts of Bismarck's unification and some context. A fuller description can be awarded Band D. Band C answers will usually be highly narrative but will show an ability to follow the theme over an extended period. Band B answers will focus on explanation but will not provide as thorough an analysis as Band A answers. These bands will require a long-term view of developments in Germany and the synoptic ability to make links and connections between elements. After 1815, Prussia was the most influential German state although not as significant internationally as Austria. It had a constitution and had played a significant part in the defeat of Napoleon. 1848 showed the recognition of its importance by other German states although Frederick William IV was to disappoint the revolutionaries. However, there was still no clear view of German nationalism: to include or exclude Austria? to maintain or merge the German states? who was a German? William II especially was to encourage German nationalism to promote German interests. It reflected the country's greater economic and political power. However, a strong feeling of Prussian supremacy survived especially in the successors to the junkers.

## Europe 1855 - 1956

### Key Theme: Russian Dictatorship 1855 - 1956

- 1 With what truth can it be asserted that Russian peasants were never really freed in the period 1855 - 1956?** [60]

Focus: Assessment of change and continuity in the condition of the Russian peasantry across an extended period.

Key developments should include the Emancipation Decree of 1861 and its consequences. Candidates can discuss how far it freed the serfs. Later ministers such as Witte embarked on some reforms. The 1917 revolution claimed to have liberated the peasantry and to have improved their general economic and social position but Stalin's regime, especially in the 1930s, was repressive. In the post-1945 world, the combination of Soviet government and an inefficient agriculture limited the freedoms of the peasantry. Candidates may well conclude that there was some advance - the worst features of nineteenth-century serfdom had disappeared but the advances were relatively few. Some comparison might be made with peasantry elsewhere in Europe but examiners will distinguish between useful and concise comparison, which can be rewarded and vague, lengthy descriptions which add little to answers. Vague assertions about the conditions of Russia without any sense of development or understanding and knowledge of the peasantry will be awarded Band U. Band E will require some basic understanding and knowledge of one key development, perhaps the emancipation of the serfs or collectivisation. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question. Band C will usually combine a highly descriptive or narrative approach with some success in tracing an account over an extended period. Band A answers will be aware of the extent to which any argument - change or continuity - can be pushed over the extended period. They will deal with more than one aspect such as social or political issues, even if briefly in the time allowed. Band B answers will show a good ability to organise an answer across a long period but will miss some possible lines of discussion.

- 2 'Stalin's dictatorship owed more to the traditions of autocratic rule, as practised in pre-Revolutionary Russia, than it did to either Marxist theory or Lenin's methods.' Discuss this interpretation of Russian history with reference to the period 1855 - 1956.** [60]

Focus: Assessment of Stalin's government of the USSR in the wider context of Russian history.

The question points to key developments that can be discussed by candidates - traditions of autocratic rule, Marxist theory, Lenin's rule. Bearing in mind the breadth of understanding that is needed, examiners will not expect detailed knowledge but will credit the ways in which candidates compare or contrast Stalin's regime. Most should be able to deal with the tradition of nineteenth-century autocracy but the discriminating factor might be Marxist theory and Lenin. In examining the former, candidates are not expected to show deep understanding of the abstract concept but to explain its main features. The question continues to 1956 and answers should show some knowledge and understanding of Stalin's rule after the Second World War.

It is certainly not about only the policies of the 1930s; the wider context mentioned in the question must be discussed. The discriminating factor in answers worth Band C and above will be success in putting Stalin into a context of Russian history, either to confirm or to disagree with the quotation. Although the long-term issues will be important, Band A answers can be built around Stalin's era. The most successful answers will pick up most if not all of the key phrases: Stalin's dictatorship... traditions of autocratic rule... Marxist theory... rule established by Lenin'. Even Band A answers will not deal equally well with all of these. At the other extreme, Band U answers will lack even a

sufficient understanding and knowledge of Stalin. Bands D - E will usually be adequate about Stalin but much less certain about the other aspects. Band C will usually characterise the turning point between the very short-term and the longer views with answers in Bands A and B being particularly successful in handling long-term issues, although there will be some unevenness in Band B answers. Another characteristic of answers in these two Bands will be success in displaying the synoptic skills of making links and connections.

**3 Why was opposition to the state more often unsuccessful than successful in the period 1855 - 1956? [60]**

Focus: Explanation of the failure of a political force in Russia over an extended period.

Answers in Bands D - E will probably concentrate on the negative aspects: there was failure because of the oppressive strengths of successive governments. This will be relevant but will not be sufficient to take answers into a high Band. Band E answers may concentrate on some specific developments, e.g. 1917 and will lack a sense of development or context. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question. Merely fragmentary and highly irrelevant answers will be awarded Band U. Band C can be awarded to answers which show an understanding and some knowledge of a sequence of significant developments although the approach will be highly descriptive or narrative. Bands A and B will need some clear understanding of the opposition at various times throughout the extended period (but examiners will remember the standard which can be expected at A2 level). For example, before 1917, the liberal democrats could not rely on support from important social groups. They were divided in their ideas and lacked effective leadership.

In spite of the intermittent demands for representative government, Russia lacked a representative tradition. The opposition was not won over by the reforms of Alexander II nor did it gain significant influence under Nicholas II, for example after 1905 - 06. However, the regimes enjoyed sufficient support, especially from the army, to maintain their power. A narrow base of support and unpopular policies in 1917 lost the democratic opposition their slender hold on power. Suppressed by Stalin, any opposition did not fare better under his immediate successors. Opposition within this period seemed anti-Communist and also anti-patriotic.

## America 1763 -1980

### Key Theme: The Struggle for the Constitution 1763 - 1877.

- 1 During the period 1763 - 1877, how far did the Constitution represent more a unifying than a divisive force in America? [60]**

Focus: Assessment of the influence of the Constitution in America over an extended period.

Candidates can consider the making of the Constitution before 1787 to examine how far it unified or divided the Americans at that point. Most will probably identify 'unifying' as meaning successful but answers in Bands A and B should address the question directly. The Constitution contained a system of checks and balances which was to cause problems during this period. Attempts were soon made to amend it. This struggle was mirrored in the emerging party system and then in the struggle between north and south which ended in the civil war. The aftermath of this conflict is also relevant. Answers in Band A will be aware of the weight of both claims whilst showing which is the more convincing. Band B answers will also be able to demonstrate appropriate understanding and knowledge across the extended period. Band C can be awarded to answers which can maintain a focus on the Constitution whilst being able to show a grasp of the period as a whole. Band E answers will be mostly relevant but very uneven in their coverage. For example, they may concentrate on the early years or on the civil war period. If the former, they may assert the unifying character of the Constitution; if the latter, only its divisive nature will be dealt with. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question.

- 2 During the period 1763 - 1877, how significantly did the influence of the presidency in the affairs of the United States change? [60]**

Focus: Assessment of the changing power of the Presidency over an extended period.

Candidates can properly begin with an explanation of the Presidency; 1763 is given as the starting point so that they can discuss how it emerged during the War of Independence. Answers can properly be constructed around a comparison of different Presidents but the discriminating factor will be the extent to which the answers delineate their powers. Whilst Washington and Lincoln are virtually certain to be mentioned in all answers, useful comments can be made about a selection from John Adams, Jefferson, Jackson, Johnson and Grant.

Band A answers will be analytical, concentrating on explanation whereas Band E answers will be merely anecdotal and limited to a few presidents: at least two. It is reasonable in this question to require candidates to discuss more than one for Band E. Band C answers will combine a straightforward account of presidential power with some success in dealing with the period as a whole. Unlike responses in Bands A and B, the emphasis in the other bands may be on personal characteristics rather than on power itself. Answers in Bands A and B will demonstrate appropriate understanding and knowledge across the specified period, with Band B answers showing some unevenness. Both of these Bands will require clear evidence of synoptic skills.

- 3 How far do you agree that the civil war proved to be the most important turning point in the development of American history from 1763 to 1877? [60]**

Focus: Assessment of the significance of an important turning point in American history.

The key phrase is 'most important turning point', which involves comparison. Band E answers will show a basic knowledge and understanding of the issues involved in the civil war; narratives of the war without any sort of context will be awarded Band U. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question. Band C answers will contain much description of the issues in the war but will be able to

provide some wider links; these answers may be heavily weighted to the period of Reconstruction. Answers in Bands A and B will be able to take a wider view, considering the issues which brought about the civil war in terms of longer term developments and assessing how it brought about change by 1877. The end-point is important and, apart from brief conclusions, candidates should resist the temptation to take the argument further. Many of the issues in the war were deep-rooted, including slavery and the rights of states against a federal government. Others were more short-term as America changed in the middle of the nineteenth century. Some candidates may select another 'most important turning point' such as independence itself but the same guidelines apply, most important the need to show a broad grasp.

### **Key Theme: Civil Rights in the USA 1865 - 1980**

#### **4 For what reasons did some immigrant groups to America during the period 1865 - 1980 achieve particular social and economic success? [60]**

Focus: Explanation of the different experiences of immigrant groups in America over an extended period.

The question asks about 'immigrant groups to America during the period 1865 - 1980' and this would imply more than African Americans. Other groups demonstrably enjoyed more social and economic success. However, examiners will be realistic in their expectations of the number of groups to be considered. The discriminating factor will be the difference between the answers which have a general understanding of immigration but make broad statements about the development of groups and those which can explain success. There is no need to distinguish between social and economic success but those who do so should be given high credit. 'particular ... success' involves a measure of comparison but the answers which describe only distress and failure should not be awarded more than Band D.

Band A can be awarded to answers which delineate some groups and can take a view across the period as a whole. Band B answers will miss some possible lines of discussion but will be aware of long-term developments. Answers in these Bands will demonstrate clearly their synoptic skill by making links and connections. Band C answers will consider some particular groups whereas Band D and especially Band E answers will probably be very general in their approach; they will also make some valid comments about the progress of groups.

#### **5 How far did the determination to preserve the rights of states against federal government impede the achievement of civil rights during the period 1865 - 1980? [60]**

Focus: Assessment of the relations between states' rights and federal governments over an extended period.

This was a central issue in the development of civil rights. Band A answers will explain what was meant by 'the rights of states' and the usual policy towards these of federal governments. This discussion will be linked closely to civil rights across the period. The most successful answers will compare this with other reasons for the slow advancement in civil rights ('How far did...?') Band C can be awarded for some ability to organise an argument over most of the period with examples of the struggle between states and federal government. Band E will be mostly relevant but may well be concentrated on a particular period, e.g. the 1960s when federal authorities gave support to the civil rights movement against the most conservative states. But there had been moves from 1945 and 1957 saw the first Civil Rights Act to protect voting and a Civil Rights Commission. This contrasted with the failure of federal governments after the civil war to restrict states' powers in the matter of civil rights. The answers in Bands D and E will have little success in making the synoptic links and connections between different elements of the question. Answers which ignore the stated issue to provide a general series of assertions about civil rights will be awarded Band U.

**6 How united, during the period 1865 - 1980, were African Americans in the struggle to achieve greater civil rights? [60]**

Focus: Examination of a key issue among the African Americans over a prolonged period.

The answers need to address the key issue of unity among the African Americans. General views of their problems will not be given credit unless they are linked to the key issue. Candidates can examine the nature and extent of the divisions and differences between the group, e.g. the rural and urban situation, the influences of life in the north and south. Candidates should be given credit when they show an understanding of the development of black awareness although the most successful answers will show the different strands which continued. Band E answers will probably be able to deal with a particular period; they will assume rather than examine unity. Band C answers will concentrate on the salient issue but will be more prone to description than explanation although this will also be evident. A more analytical and complete approach can deserve Band A; Band B answers will miss some possible lines of development. However, the question will probably produce answers which are mostly stronger about the end than the beginning of the period. A well integrated approach which can link nineteenth and twentieth century developments and which deal with unity and disunity among African Americans will probably be worth Band A. The synoptic skill of making links and connections will be evident.

**Oxford Cambridge and RSA Examinations**

**Advanced GCE**

**HISTORY**

**INDEPENDENT INVESTIGATION (OPEN BOOK EXAMINATION) 2593**

**Specimen Paper**

Additional materials:

- Candidates books and notes
- Answer paper

**TIME** 1 hour 30 minutes.

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Answer **one** question.

Write your answers on the separate answer paper provided.

**INFORMATION FOR CANDIDATES**

You can use your notes and books in this coursework examination.

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

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

In their essay, candidates must use and evaluate primary and/or secondary source material which is relevant to their chosen question and are expected to explain and evaluate interpretations of the historical events and topics studied.



Candidates should answer **one** question.

### **THE ARTS AND HISTORY**

- 1 'Developments in the arts reflect the interests of wealthy patrons and so are conservative rather than radical in nature.' Discuss this claim with particular reference to any one period of history. [90]

### **ECONOMIC HISTORY**

- 2 To what extent was development in one area of the economy a catalyst for general economic change in any one period of history? [90]

### **INDIVIDUALS IN HISTORY**

- 3 'Individuals may be important in their own life-times but they seldom change the future.' Discuss the validity of this claim with reference to any one individual. [90]

### **LOCAL HISTORY**

- 4 How far does the history of a locality depend on its communications? (You should consider change over a period of at least fifty years.) [90]

### **MILITARY HISTORY**

- 5 'Wars always put a brake on progress.' With reference to any one period of history, how far would you agree with this view? [90]

### **POLITICAL HISTORY**

- 6 'The key ideas of the period encouraged evolutionary rather than revolutionary change.' How far is this view confirmed by the study of any one period of history? [90]

### **RELIGIOUS HISTORY**

- 7 'Rather than establishing unity and harmony, religious developments have caused division and conflict.' How far do you agree with this judgement in relation to any one period of history? [90]

### **SCIENCE, TECHNOLOGY AND HISTORY**

- 8 Explain what conditions have encouraged the adoption of technological change in any period of history. [90]

### **SOCIAL HISTORY**

- 9 How important a role have women played in any one period of history? [90]

### **WORLD HISTORY**

- 10 To what extent has your study of any period of history shown that a different society has been able to remain independent of European influence? [90]

**Oxford Cambridge and RSA Examinations**

**Advanced GCE**

**HISTORY**

**INDEPENDENT INVESTIGATION (OPEN BOOK EXAMINATION)**

**2593**

**Mark Scheme**

**See also Appendix F: Generic Mark Bands: Units 2592 and 2593**

## QUESTION SPECIFIC MARK SCHEME

### UNIT 2592 AND UNIT 2593

#### THE ARTS AND HISTORY

- 1 ‘Developments in the arts reflect the interests of wealthy patrons and so are conservative rather than radical in nature.’ Discuss this claim with particular reference to any one period of history. [90]**

The key issues are ‘interests of wealthy patrons ... conservative... radical’. Failure to address any of these key issues, with answers providing only general discussions of the arts, will result in the award of Bands E or even U. The references to one or more specific art forms will be more effective from Band D upwards but the number of art forms will not in itself affect the mark. For example, Band A can be awarded for an excellent discussion based on one of the arts as long as the key issues are considered carefully. Credit will be given when candidates give a few examples of ‘wealthy patrons’. Bands A - B will be more deliberately analytical or explanatory whilst the lower Bands will be characterised more by description. Some may challenge the assertion, pointing out the significance of change, especially in more recent times.

#### ECONOMIC HISTORY

- 2 To what extent was development in one area of the economy a catalyst for general economic change in any one period of history? [90]**

The key issue is the extent to which candidates can discuss the significance of one area of the economy. ‘any one period of history’ allows for some flexibility but the selected period should make some sense within the terms of the extended essay. Candidates should attempt to make a link between the particular and the general, e.g. railways and industrialisation. Up to Band C, the essays may be highly descriptive but answers worth Bands B and especially A will be able to link the particular with the general, showing relationships between different economic trends. However, there might also be vague discussions worth up to Band E, which discuss economic issues generally but with little insight into any specific developments.

#### INDIVIDUALS IN HISTORY

- 3 ‘Individuals may be important in their own life-times but they seldom change the future.’ Discuss the validity of this claim with reference to any one individual. [90]**

Whilst answers in the lower Bands, E or U, might be limited to brief and even cursory descriptive narratives of an individual, with little discussion of their significance, the answers in Bands D and C will attempt an overt assessment. However, these will probably be limited in their ability to assess longer-term effects or to put their individuals into a wider context. Answers in Bands B and A will focus on this assessment; they will resist the temptation to narrate long accounts or descriptions of people. Candidates might well challenge the question but only the Band A essays will be successful in demonstrating a comparatively full conceptual awareness of the implications of ‘changing the future’.

They will be able to substantiate their claims whereas the more limited essays, especially those worth Bands D - E, will have a view only about immediate effects and will be vague about longer term implications.

## LOCAL HISTORY

- 4 How far does the history of a locality depend on its communications?  
(You should consider change over a period of at least fifty years.) [90]**

The direction to discuss at least 50 years is to deter candidates from embarking on a very detailed study which lacks a sense of context or development. Answers in Bands A and to some extent B may well explain the link between change and communications and high credit should be given if candidates can point to examples of disadvantage when communications are poor. Band C answers will make some connections between communications and other developments although a number of possible lines of study and development will be missed. Answers in Bands D - E will be highly descriptive and the links between communications and other aspects will be tenuous. These answers may rely on accounts of changes in communications which show weaknesses in examining their social and / or economic implications.

## MILITARY HISTORY

- 5 'Wars always put a brake on progress.' With reference to any one period of history, how far would you agree with this view? [90]**

Whilst the moderate answers, perhaps worth up to Band D, may interpret the problem only in terms of the physical damage of war, the higher Bands will be awarded progressively as the essays consider varying forms of progress: material, governmental, economic, cultural etc. However, even in Band A, examiners will not expect all of these to be discussed but will reward appreciation of the varying consequences of wars. Answers worth Bands A - B might enjoy challenging the claim, showing developments, for example in technology which had civilian applications or the defeat of anti-social movements. Limited narratives of a war based on the assertion that it impeded, or possibly advanced, progress will be worth Band E at best.

## POLITICAL HISTORY

- 6 'The key ideas of the period encouraged evolutionary rather than revolutionary change.' How far is this view confirmed by the study of any one period of history? [90]**

The major issues are 'evolutionary' and 'revolutionary'. Band A answers will consider the implications of both, whilst coming to a clear conclusion. Band B answers will be aware of some differing arguments but will miss some possible lines of argument. Band C essays will attempt some explanation whilst Bands D - E will probably be limited to the description of 'key ideas'. Answers in these bands might describe one or more revolutions but in highly descriptive ways and without delineating their 'key ideas'. Band U can be awarded to essays which only describe some developments without any reference to 'key ideas'.

## RELIGIOUS HISTORY

- 7 'Rather than establishing unity and harmony, religious developments have caused division and conflict.' How far do you agree with this judgement in relation to any one period of history? [90]**

Few candidates will probably challenge the statement and it is easy to find examples which can be discussed at length, for example the Crusades, sixteenth-century wars, anti-Semitism or Ireland, but the most successful answers will attempt to explain why their judgements are justified. Some candidates may attempt to reconcile both parts of the quotation - the medievalists? However, some of the most successful essays in Band A, and some Band B answers, may well argue the case that religion had been socially cohesive. The more moderate answers may contain only accounts with varying degrees of explanation, of religious and secular disorder.

### **SCIENCE, TECHNOLOGY AND HISTORY**

- 8 Explain what conditions have encouraged the adoption of technological change in any period of history. [90]**

The probably distinction between answers will be that the least successful essays may well contain only accounts of a particular development with very broad assertions about its importance. The discussion of 'conditions' may be vague, e.g. war and aeroplanes. The higher bands will increasingly consider these conditions; they may devote comparatively limited space to discussion of particular changes although the knowledge and understanding will be convincing. Band C will probably mark the division between the merely descriptive and the more thoughtful and explanatory approach which will be worth Bands A - B.

### **SOCIAL HISTORY**

- 9 How important a role have women played in any one period of history? [90]**

Although historiography is not an Assessment Objective in this Module, examiners will give credit to discussions of particular views of historians and others, which might be a characteristic of answers to this question. However, answers which are based on very limited reading will not deserve high credit (again as in answers to the other questions.) Vague assertions about women's rights - or their lack - which is unsupported by evidence will not be worth Band E. Essays worth from Band E upwards may take one of two approaches, either considering the significance of an individual or group or assessing the role of women in general. In both cases, examiner are looking for an argument supported by appropriate knowledge. Bands A - B will focus on the issue of significance ('How important?' will lead them to explain the extent and limits of women's roles) whilst answers in Bands D - E will be more simply descriptive.

### **WORLD HISTORY**

- 10 To what extent has your study of any period of history shown that a different society has been able to remain independent of European influence? [90]**

Candidates may base their study on one or more societies. General accounts which show an inadequate understanding of these societies will be worth Band E at most and will rely on their explanation of the European impact for credit. The higher bands will be increasingly successful in focusing on the societies as they agree or disagree with the claim in the question. Candidates must approach the question in an 'historical' manner, that is, providing evidence to support their argument. Bands A - B answers will be well-informed about particular societies and will put them

clearly in the context of European influence even if they select groups which remained largely independent.

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## Appendix A: Generic Mark Bands: Units 2580, 2581 and 2582

### Levels of Response

Examiners will assess which Level of Response best reflects most of the answer. An answer will not be required to demonstrate all of the descriptions in a particular Level to qualify for a Mark Band.

### Use of Generic Mark Bands and Question Specific Mark Scheme.

The Generic Mark Bands apply to all answers and are the basis of assessment. Within this context, the question specific mark scheme gives advice about possible content, approaches and examples of particular applications of the generic mark bands in individual answers.

Examiners are reminded of the particular characteristics of these Units. The specification states, 'Candidates should study how to interpret source material and assess its reliability, how to compare two or more sources, how to evaluate the standpoint of an author and how to investigate an historical problem through the use of different sources.'

This is reflected in the weight given to Assessment Objective A02.

### **BAND / 10 (a) Evaluation**

- A 9 – 10 The response develops key issues about the source. The answer is successful in explaining what the historian might realistically be expected to learn and apply. There are valid comments on qualities such as authenticity, credibility, typicality, value and usefulness of the source. There is some contextual information against which the source might be validated. The writing shows accuracy in grammar, punctuation and spelling.
- B 8 The response contains some valid references to authenticity, credibility, typicality, value and usefulness of the source but the points are not supported so well. The comments are less satisfactory about aspects such as authorship, intention or audience. The writing mostly shows accuracy in grammar, punctuation and spelling.
- C 6 - 7 The response attempts to analyse the internal aspects of the source but the comments miss some points or are less satisfactory in terms of nature, value or contextual knowledge. The organisation of the answer is uneven but there are sustained commentaries. The writing generally shows accuracy in grammar, punctuation and spelling.
- D 5 The response offers sustained comments on the source but does not offer appropriate contextual support and misses key aspects of evaluation. The response is more descriptive and the discussion of value to the historian is limited. The writing usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.
- E 4 The response provides basic answers to the question. There are comments about what the source says but evaluative points are brief or very general, not fully integrated, coherent or supported by the candidate's own knowledge. The writing shows accuracy in grammar, punctuation and spelling but contains some frequent errors.
- U 0 – 3 The response is a simplistic paraphrase or commentary without a genuine attempt to evaluate the source. The answer may be marred by considerable irrelevance. The writing shows significant weakness in the accuracy of grammar, punctuation and spelling.

### **BAND / 25 (b) Reliability / Use**

- A 19 – 25 The response addresses the key aspects of the reliability / usefulness of the source(s).



There are full references to the nature (e.g. authorship, purpose, dates, location, audience), value, consistency, credibility and typicality of the source(s). The answer considers how the reliability / usefulness of the source(s) can be tested, perhaps by reference to other evidence. The writing shows accuracy in grammar, punctuation and spelling.

- B 17 – 18 The response considers similar issues to those in Band A but the points are not supported as convincingly. The comments on the nature and value of the source(s) are less satisfactory. Contextual knowledge is less assured and the analysis of the authorship, purpose and audience of the source(s) is less complete. The writing mostly shows accuracy in grammar, punctuation and spelling.
- C 15 – 16 The response attempts to analyse the internal aspects of the source(s) but the comments are less satisfactory in terms of either nature or value. There is some evidence of contextual knowledge. The organisation of the answer is uneven but there are sustained commentaries. The writing generally shows accuracy in grammar, punctuation and spelling.
- D 13 – 15 The response offers sustained comments on either the nature or value of the source but does not offer appropriate contextual support and misses key aspects of evaluation. Key aspects about consistency, credibility and typicality are omitted. The organisation of the answer is limited. The writing usually shows accuracy in grammar, punctuation and spelling but will contain some careless errors.
- E 10 – 12 The response provides a basic answer to the question. These may be primarily descriptive or simple paraphrases. Contextual knowledge is very limited and perhaps with significant irrelevance. The writing shows accuracy in grammar, punctuation and spelling but will contain some frequent errors.
- U 0 – 9 The response is very limited in its commentary, knowledge, organisation and relevance. The writing shows significant weakness in the accuracy of grammar, punctuation and spelling.

### **BAND / 25 (c) Comparison**

- A 19 – 25 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 set. Areas of agreement and or disagreement are discussed. The argument shows judgement. Contextual knowledge is applied appropriately to support the argument. The writing shows accuracy in grammar, punctuation and spelling.
- B 17 – 18 The response provides an effective comparison and/or contrast. The judgements are supported by appropriate references to internal and external evidence. The answer is relevant but the response lacks the completeness and ability to consider the range of comparative criteria which are demonstrated in Band A. The writing mostly shows accuracy in grammar, punctuation and spelling.
- C 15 – 16 The response provides a comparison and/or contrast but makes limited links with the sources. The answer is relevant but the response may tend either to too much internal analysis of the sources or to the provision of too much contextual material. 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.

- D 13 – 14 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.
- E 10 – 12 The response provides a 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 accuracy in grammar, punctuation and spelling but will contain some frequent errors.
- U 0 – 9 The response is very limited in its commentary, organisation and relevance. There may be a 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.

### **BAND / 60 (d) Context**

- A 49 – 48 The response assesses the general consistency and completeness of the sources as a set, as well as individually. Contextual knowledge is used 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 good balance between source and contextual analysis in reaching a judgement about the sources. There is some indication about the limitations of the sources or what may be required to add to their completeness and explanatory power. The writing shows accuracy in grammar, punctuation and spelling.
- B 42 – 48 The response addresses the key issue in the question, using references to the sources and contextual material. The overall completeness or explanatory adequacy of the sources is evaluated. The quality of the contextual comments and some aspects of the internal analysis of the sources (or treatment of them as a set), whilst sound, will be less rigorous than in Band A. There is some imbalance between discussion of the internal sources and external analysis. There is an attempt to indicate the limitations of the sources and how their explanatory adequacy can be improved. The writing mostly shows accuracy in grammar, punctuation and spelling.
- C 36 – 41 The response attempts to judge the collective coverage of the sources and deploys contextual knowledge. The argument is clear and there is an indication of other evidence that can improve the adequacy of the sources as explanations of the key issue in the question. The comments will be thinner and the overall judgement will be less effective than those in Band B. The organisation of the answer is uneven. The writing generally shows accuracy in grammar, punctuation and spelling.
- D 29 – 35 The response shows an imbalance between source analysis and contextual knowledge. These aspects are not linked effectively in an argument. The sources are discussed sequentially rather than as a set. There is little indication of other evidence that can improve the adequacy of the sources as explanations of the key issue in the question. A basic argument is provided. The writing usually shows accuracy in grammar, punctuation and spelling but will contain some careless errors.
- E 24 – 28 The response provides little comment on the context of the key issue. There is some evidence of knowledge of the key issue. The relevance is implicit with a limited

attempt to evaluate the explanatory adequacy of the sources. The argument lacks a coherent structure. The writing shows accuracy in grammar, punctuation and spelling but will contain some frequent errors.

U 0 – 23 The response shows serious weaknesses in knowledge and the ability to handle contextual questions. The attempt to evaluate the explanatory adequacy of the sources is limited. The argument may be fragmentary and there may be serious irrelevance. The writing shows significant weakness in the accuracy of grammar, punctuation and spelling.

## Appendix B: Generic Mark Bands: Units 2583 and 2584

### Levels of Response

Examiners will assess which Level of Response best reflects most of the answer. An answer will not be required to demonstrate all of the descriptions in a particular Level to qualify for a Mark Band.

### Use of Generic Mark Bands and Question Specific Mark Scheme.

The Generic Mark Bands apply to all answers and are the basis of assessment. Within this context, the question specific mark scheme gives advice about possible content, approaches and examples of particular applications of the generic mark bands in individual answers.

Examiners are reminded of the particular characteristics of these Units. The specification states that Candidates should ‘study short periods of English History’.

### **BAND / 30 Explanation**

- A 24 – 30 The response explains key issues 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 explanation 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.
- B 21 – 23 The response explains most of the key issues in the question convincingly and relevantly. The answer is successful in showing a very effective level of understanding. The answer focuses on explanation rather than description or narrative. The quality of historical knowledge supporting the explanation is mostly sound and is communicated in a clear and effective manner. The answer is mostly well organised. The writing generally shows accuracy in grammar, punctuation and spelling.
- C 18 – 20 The response explains most of the key issues in the question convincingly and relevantly. The answer is successful in its level of understanding. The answer is more descriptive or narrative in approach but there is some analysis. The quality of historical knowledge supporting the explanation is mostly satisfactory and is communicated in an effective manner. The answer is mostly well organised. The writing generally shows accuracy in grammar, punctuation and spelling.
- D 15 – 17 The response explains the most important key issues in the question convincingly and relevantly. The answer is mostly successful in its level of understanding. The answer is descriptive or narrative in approach but there is some implicit analysis. The quality of historical knowledge supporting the explanation is satisfactory and is communicated in an competent manner. The organisation is uneven but the answer pursues an argument. The writing usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.
- E 12 – 14 The response explains some of the key issues in the question convincingly and relevantly. The answer is adequate in its level of understanding and is descriptive or narrative in approach. The quality of historical knowledge supporting the explanation is basically acceptable and is communicated in an competent manner. The organisation is uneven but overall the argument is valid. The writing shows accuracy in grammar, punctuation and spelling but contains some frequent errors.
- U 0 – 11 The response does not explain the key issues in the question convincingly and relevantly. The answer is inadequate in its level of understanding with poor description or narrative. The quality of historical knowledge supporting the explanation is thin or significantly inaccurate. The answer is not communicated in an competent manner and is not organised. The writing shows significant weakness in the accuracy of grammar, punctuation and spelling.

### **BAND / 15 Perspective**

- A 12 – 15 The response develops key issues about the perspective(s) in the question. The answer is successful in showing a high level of understanding of the perspective. The quality of recall, selection and accuracy of historical knowledge, applied relevantly to the perspective, is sound and is communicated in a clear and effective manner. The writing shows accuracy in grammar, punctuation and spelling.
- B 11 The response develops most key issues about the perspective(s) in the question. The answer is mostly successful in showing a high level of understanding of the perspective. The quality of recall, selection and accuracy of historical knowledge, applied relevantly to the perspective, is mostly sound and is communicated in a clear and effective manner. The writing mostly shows accuracy in grammar, punctuation and spelling.
- C 9 – 10 The response develops most key issues about the perspective(s) in the question. The answer is mostly successful in showing a good level of understanding of the perspective. The quality of recall, selection and accuracy of historical knowledge, applied relevantly to the perspective, is mostly sound and is communicated in a clear and effective manner. The organisation of the answer is uneven but there is a sustained argument. The writing generally shows accuracy in grammar, punctuation and spelling.
- D 8 The response attempts to analyse some aspects of the perspective(s) in the question but the comments miss some points or are less satisfactory in terms of supporting historical knowledge. There may be some irrelevance but most of the answer focuses on the question. The organisation of the answer is uneven but overall it makes valid points. The writing usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.
- E 6 – 7 The response offers continuous comments on the perspective(s) in the question but the historical knowledge does not offer very appropriate support. The response is more descriptive. There is some irrelevance but most of the answer focuses on the perspective. The organisation of the answer is very uneven but overall it makes valid points. The writing shows accuracy in grammar, punctuation and spelling but contains some frequent errors.
- U 0 – 5 The response offers few comments on the perspective(s) in the question and the historical knowledge does not offer appropriate support. The response is descriptive. There is significant irrelevance. The organisation of the answer is very uneven. The writing shows significant weakness in the accuracy of grammar, punctuation and spelling.

## **BAND / 45 Evaluation**

- A 36 – 45 The response evaluates the key issues 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 evaluation 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.
- B 31 – 35 The response is mostly successful in evaluating the key issues in the question convincingly and relevantly. The answer is successful in showing a very effective level of understanding. The answer focuses on explanation rather than description or narrative. The quality of historical knowledge supporting the evaluation is mostly sound and is communicated in a clear and effective manner. The answer is mostly well organised. The writing generally shows accuracy in grammar, punctuation and spelling.
- C 27 – 30 The response evaluates most of the key issues in the question convincingly and relevantly. The answer is successful in its level of understanding. The answer is more descriptive or narrative in approach but the evaluation depends on some analysis. The quality of historical knowledge supporting the evaluation is mostly satisfactory and is communicated in an effective manner. The answer is mostly well organised. The writing generally shows accuracy in grammar, punctuation and spelling.
- D 22 – 26 The response evaluates the most important key issues in the question convincingly and relevantly. The answer is mostly successful in its level of understanding. The answer is descriptive or narrative in approach but there is some implicit analysis. The quality of historical knowledge supporting the evaluation is satisfactory and is communicated in a competent manner. The organisation is uneven but the answer pursues an argument. The writing usually shows accuracy in grammar, punctuation and spelling but contains some careless errors
- E 18 – 21 The response evaluates some of the key issues in the question convincingly and relevantly. The answer is adequate in its level of understanding and is descriptive or narrative in approach. The quality of historical knowledge supporting the evaluation is basically acceptable and is communicated in a competent manner. The organisation is uneven but overall the argument is valid. The writing shows accuracy in grammar, punctuation and spelling but contains some frequent errors.
- U 0 – 17 The response does not evaluate the key issues in the question convincingly and relevantly. The answer is inadequate in its level of understanding with poor description or narrative. The quality of historical knowledge supporting the evaluation is thin or significantly inaccurate. The answer is not communicated in a competent manner and is not organised. The writing shows significant weakness in the accuracy of grammar, punctuation and spelling.

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## Appendix C: Generic Mark Bands: Units 2585 and 2586

### Levels of Response

Examiners will assess which Level of Response best reflects most of the answer. An answer will not be required to demonstrate all of the descriptions in a particular Level to qualify for a Mark Band.

### Use of Generic Mark Bands and Question Specific Mark Scheme.

The Generic Mark Bands apply to all answers and are the basis of assessment. Within this context, the question specific mark scheme gives advice about possible content, approaches and examples of particular applications of the generic mark bands in individual answers.

### BAND / 30 Explanation

A 24 – 30 The response explains key issues 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 explanation 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.

B 21 – 23 The response explains most of the key issues in the question convincingly and relevantly. The answer is successful in showing a very effective level of understanding. The answer focuses on explanation rather than description or narrative. The quality of historical knowledge supporting the explanation is mostly sound and is communicated in a clear and effective manner. The answer is mostly well organised. The writing generally shows accuracy in grammar, punctuation and spelling.

C 18 – 20 The response explains most of the key issues in the question convincingly and relevantly. The answer is successful in its level of understanding. The answer is more descriptive or narrative in approach but there is some analysis. The quality of historical knowledge supporting the explanation is mostly satisfactory and is communicated in an effective manner. The answer is mostly well organised. The writing generally shows accuracy in grammar, punctuation and spelling.

D 15 – 17 The response explains the most important key issues in the question convincingly and relevantly. The answer is mostly successful in its level of understanding. The answer is descriptive or narrative in approach but there is some implicit analysis. The quality of historical knowledge supporting the explanation is satisfactory and is communicated in a competent manner. The organisation is uneven but the answer pursues an argument. The writing usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.

E 12 – 14 The response explains some of the key issues in the question convincingly and relevantly. The answer is adequate in its level of understanding and is descriptive or narrative in approach. The quality of historical knowledge supporting the explanation is basically acceptable and is communicated in a competent manner. The organisation is uneven but overall the argument is valid. The writing shows accuracy in grammar, punctuation and spelling but contains some frequent errors.

U 0 – 11 The response does not explain the key issues in the question convincingly and relevantly. The answer is inadequate in its level of understanding with poor description or narrative. The quality of historical knowledge supporting the explanation is thin or significantly inaccurate. The answer is not communicated in a competent manner and is not organised. The writing shows significant weakness in the accuracy of grammar, punctuation and spelling.

### BAND / 15 Perspective

A 12 – 15 The response develops key issues about the perspective(s) in the question. The answer is successful in showing a high level of understanding of the perspective. The quality of



recall, selection and accuracy of historical knowledge, applied relevantly to the perspective, is sound and is communicated in a clear and effective manner. The writing shows accuracy in grammar, punctuation and spelling.

- B 11 The response develops most key issues about the perspective(s) in the question. The answer is mostly successful in showing a high level of understanding of the perspective. The quality of recall, selection and accuracy of historical knowledge, applied relevantly to the perspective, is mostly sound and is communicated in a clear and effective manner. The writing mostly shows accuracy in grammar, punctuation and spelling
- C 9 – 10 The response develops most key issues about the perspective(s) in the question. The answer is mostly successful in showing a good level of understanding of the perspective. The quality of recall, selection and accuracy of historical knowledge, applied relevantly to the perspective, is mostly sound and is communicated in a clear and effective manner. The organisation of the answer is uneven but there is a sustained argument. The writing generally shows accuracy in grammar, punctuation and spelling
- D 8 The response attempts to analyse some aspects of the perspective(s) in the question but the comments miss some points or are less satisfactory in terms of supporting historical knowledge. There may be some irrelevance but most of the answer focuses on the question. The organisation of the answer is uneven but overall it makes valid points. The writing usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.
- E 6 – 7 The response offers continuous comments on the perspective(s) in the question but the historical knowledge does not offer very appropriate support. The response is more descriptive. There is some irrelevance but most of the answer focuses on the perspective. The organisation of the answer is very uneven but overall it makes valid points. The writing shows accuracy in grammar, punctuation and spelling but contains some frequent errors.
- U 0 – 5 The response offers few comments on the perspective(s) in the question and the historical knowledge does not offer appropriate support. The response is descriptive. There is significant irrelevance. The organisation of the answer is very uneven. The writing shows significant weakness in the accuracy of grammar, punctuation and spelling.

### **BAND / 45 Evaluation**

A 36 – 45 The response evaluates the key issues 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 evaluation 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.

B 31 – 35 The response is mostly successful in evaluating the key issues in the question convincingly and relevantly. The answer is successful in showing a very effective level of understanding. The answer focuses on explanation rather than description or narrative. The quality of historical knowledge supporting the evaluation is mostly sound and is communicated in a clear and effective manner. The answer is mostly well organised. The writing generally shows accuracy in grammar, punctuation and spelling.

- C 27 – 30 The response evaluates most of the key issues in the question convincingly and relevantly. The answer is successful in its level of understanding. The answer is more descriptive or narrative in approach but the evaluation depends on some analysis. The quality of historical knowledge supporting the evaluation is mostly satisfactory and is communicated in an effective manner. The answer is mostly well organised. The writing generally shows accuracy in grammar, punctuation and spelling.
- D 22 – 26 The response evaluates the most important key issues in the question convincingly and relevantly. The answer is mostly successful in its level of understanding. The answer is descriptive or narrative in approach but there is some implicit analysis. The quality of historical knowledge supporting the evaluation is satisfactory and is communicated in a competent manner. The organisation is uneven but the answer pursues an argument. The writing usually shows accuracy in grammar, punctuation and spelling but contains some careless errors
- E 18 – 21 The response evaluates some of the key issues in the question convincingly and relevantly. The answer is adequate in its level of understanding and is descriptive or narrative in approach. The quality of historical knowledge supporting the evaluation is basically acceptable and is communicated in a competent manner. The organisation is uneven but overall the argument is valid. The writing shows accuracy in grammar, punctuation and spelling but contains some frequent errors.
- U 0 – 17 The response does not evaluate the key issues in the question convincingly and relevantly. The answer is inadequate in its level of understanding with poor description or narrative. The quality of historical knowledge supporting the evaluation is thin or significantly inaccurate. The answer is not communicated in a competent manner and is not organised. The writing shows significant weakness in the accuracy of grammar, punctuation and spelling.

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## Appendix D: Generic Mark Bands: Units 2587, 2588 and 2589

### Levels of Response

Examiners will assess which Level of Response best reflects most of the answer. An answer will not be required to demonstrate all of the descriptions in a particular Level to qualify for a Mark Band.

### Use of Generic Mark Bands and Question Specific Mark Scheme.

The Generic Mark Bands apply to all answers and are the basis of assessment. Within this context, the question specific mark scheme gives advice about possible content, approaches and examples of particular applications of the generic mark bands in individual answers.

Examiners are reminded of the particular characteristics of this units. The specification states that ‘The specific aim is to develop an understanding of how the past has been interpreted and represented, and how historical research generates controversies over interpretation. The Historical Investigations include topics which are of current interest to historians, examining the debate and the reasons why historians have varied views. Candidates are expected to understand the principal arguments surrounding the topic and to be able to offer their own explanations and interpretations. They should show an awareness of the nature of historical discussion of the topic, but questions will not depend on knowledge of the views of particular historians.’

The questions, especially Q1 (a) and (b) in each option which depend on a variety of sources, are designed to allow candidates to interpret, evaluate and use a range of source material, usually from modern historians. This is highlighted in the band descriptions below. Examiners will note that the questions encourage candidates to address and evaluate historical interpretations. Questions will not depend on knowledge of the views of particular historians but accurate references to candidates’ reading will be given credit as in any Unit.

The study of source material is reflected in the weight given to Assessment Objective A02.

### **BAND / 15 Source Evaluation**

- A 12 – 15 The response focuses on key issues in the source. The answer is successful in explaining the historian’s arguments. There are valid comments on qualities such as credibility, typicality, value and usefulness of the source. The writing is fluent, uses appropriate historical vocabulary and shows accuracy in grammar, punctuation and spelling.
- B 11 The response focuses on most of the key issues in the source and shows clear understanding of its most important aspects. The answer contains some valid references to typicality, value and usefulness of the source but the points are not supported so well. Most of the writing is fluent, uses appropriate historical vocabulary and shows accuracy in grammar, punctuation and spelling.
- C 9 – 10 The response deals with many key issues in the source and shows understanding of important issues. The organisation of the answer is uneven and the references to typicality, value and usefulness are general but relevant. There are sustained commentaries. The writing is generally fluent, the historical vocabulary is mostly usually appropriate and the grammar, punctuation and spelling is usually accurate.
- D 8 The response offers sustained comments on the source but misses key aspects of evaluation. The response is more descriptive and the discussion of the source’s typicality, value and usefulness is limited. The writing may lack fluency and there may be some inappropriate historical vocabulary but the answer usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.

- E 6 - 7 The response provides basic answers to the question. There are comments about what the source says but evaluative points are brief or very general, not fully integrated, coherent or supported by the candidate's own knowledge. The writing contains some inappropriate historical vocabulary; it shows accuracy in grammar, punctuation and spelling but contains some frequent errors.
- U 0 - 5 The response is a simplistic paraphrase or commentary without a genuine attempt to evaluate the source. The answer may be marred by considerable irrelevance. The writing contains very inappropriate historical vocabulary; it shows significant weakness in the accuracy of grammar, punctuation and spelling.

### **BAND / 30 Contextual Evaluation**

- A 24 - 30 The response focuses on the general consistency and completeness of the sources as a set, as well as individually. 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 source and contextual analysis in reaching a judgement about the sources. There is an awareness of the limitations of the sources or what may be required to add to their completeness and explanatory power. The writing is fluent, uses appropriate historical vocabulary and shows accuracy in grammar, punctuation and spelling.
- B 21 - 23 The response focuses on the key issue in the question, using very relevant references to the sources and contextual material. The overall completeness or explanatory adequacy of the sources is deliberately evaluated. The quality of the contextual comments and some aspects of the internal analysis of the sources (or treatment of them as a set), whilst sound, will be less rigorous than in Band A. There is some imbalance between discussion of the internal sources and external analysis but the overall quality of this aspect is very effective. There is a deliberate attempt to indicate the limitations of the sources and how their explanatory adequacy can be improved. Most of the writing is fluent, uses appropriate historical vocabulary and shows accuracy in grammar, punctuation and spelling.
- C 18 - 20 The response considers the collective coverage of the sources and deploys contextual knowledge. The argument is clear and there is an awareness of other explanations that can improve the adequacy of the sources. The comments will be thinner and the overall judgement will be less effective than those in Band B. The organisation of the answer is uneven but its structure is clear. The writing is generally fluent, the historical vocabulary is mostly usually appropriate and the grammar, punctuation and spelling is usually accurate.
- D 15 - 17 The response shows some imbalance between source analysis and contextual knowledge. These aspects are not linked effectively in an argument. The sources are discussed mostly sequentially rather than as a set but there are some lining comments. There is little indication of other evidence that can improve the adequacy of the sources as explanations of the key issue in the question. A basic and very relevant argument is provided. The writing may lack fluency and there may be some inappropriate historical vocabulary but the answer usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.

- E 12 – 14 The response provides little direct comment on the context of the key issue. There is some evidence of knowledge of the key issue. The relevance is implicit with a limited attempt to evaluate the explanatory adequacy of the sources. The argument lacks a coherent structure but the direction of the argument is clear. The writing contains some inappropriate historical vocabulary; it shows accuracy in grammar, punctuation and spelling but contains some frequent errors.
- U 0 – 11 The response shows serious weaknesses in knowledge and the ability to handle contextual questions. The attempt to evaluate the explanatory adequacy of the sources is limited. The argument may be fragmentary and there may be serious irrelevance. The writing contains very inappropriate historical vocabulary; it shows significant weakness in the accuracy of grammar, punctuation and spelling.

**BAND / 45 Essay**

- A 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 approach is consistently analytical or explanatory rather than descriptive or narrative. The demands of the question (e.g. causation, change over time, evaluation) are fully addressed. The answer is fully relevant. 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 shows that the candidate is in control of the argument. The writing is fluent, uses appropriate historical vocabulary and shows accuracy in grammar, punctuation and spelling.
- B 31 – 35 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. The answer is fully relevant. Most of the argument is structured coherently and supported by very appropriate factual material. The impression is that a good solid answer has been provided. Most of the writing is fluent, uses appropriate historical vocabulary and shows accuracy in grammar, punctuation and spelling.
- C 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 there may be some heavily descriptive or narrative passages. The answer is mostly relevant. 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 writing is generally fluent, the historical vocabulary is mostly usually appropriate and the grammar, punctuation and spelling is usually accurate.
- D 22 – 26 The response indicates an attempt to argue relevantly. The approach depends more on some 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 structure of the argument could be more organised more effectively. The writing may lack fluency and there may be some inappropriate historical vocabulary but the answer usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.

- E 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 argument. 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; it shows accuracy in grammar, punctuation and spelling but contains some frequent errors.
- U 0 – 17 The response is not properly focused on the requirements of the question. There may be many unsupported assertions or a commentary which lacks sufficient factual support. The argument may be of very limited relevance and there may be confusion about the implications of the question. The answer may be largely fragmentary and incoherent, perhaps only in brief note form. The writing contains very inappropriate historical vocabulary; it shows significant weakness in the accuracy of grammar, punctuation and spelling.

## Appendix E: Generic Mark Bands: Units 2590 and 2591

### **Use of Generic Mark Bands and Question Specific Mark Scheme.**

The Generic Mark Bands apply to all answers and are the basis of assessment. Within this context, the question specific mark scheme gives advice about possible content, approaches and examples of particular applications of the generic mark bands in individual answers.

Examiners are reminded of the rubric on the question paper which states ‘Candidates are expected to demonstrate understanding of the issues in their selected question over a period of at least a hundred years’.

Another rubric states that ‘Candidates are reminded of the synoptic nature of this Module. Answers are required to demonstrate understanding of the connections between a range of perspectives and of the process of historical change across the full breadth of the period studied.’.

### **GENERIC MARK BANDS**

#### **Levels of Response**

Examiners will assess which Level of Response best reflects most of the answer. An answer will not be required to demonstrate all of the descriptions in a particular Level to qualify for a Mark Band.

### **Use of Generic Mark Bands and Question Specific Mark Scheme.**

The Generic Mark Bands apply to all answers and are the basis of assessment. Within this context, the question specific mark scheme gives advice about possible content, approaches and examples of particular applications of the generic mark bands in individual answers.

Examiners are reminded of the particular characteristics of this Module. The specification states, ‘Module 5 provides synoptic assessment, that is developing understanding of connections between different elements of the specification. It draws together knowledge, understanding and the values of diverse issues centred around Key Themes and will depend on candidates’ maturity of judgement. Although there are no restrictions within the specification about the selection of options within Units, candidates are encouraged to study a Key Theme linked to options which they have studied in other Units in order to best demonstrate these synoptic skills.

The topics are based on Key Themes covering an extended period of at least a hundred years with an emphasis on continuity and changeover time within the topic rather than depth of knowledge. This enables candidates to study historical development and to demonstrate their understanding of general concepts. The emphasis will be on links and comparison between different aspects of the topics studied, rather than on detailed analysis. Candidates are required to show breadth of historical knowledge.’

A rubric states that ‘Candidates are reminded that they are expected to demonstrate understanding of the issues in their selected question over a period of at least a hundred years.’

Another rubric states that ‘Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the connections between a range of perspectives and of the process of historical change across the full breadth of the period studied.’.

Questions are designed to allow candidates to demonstrate their synoptic skills and understanding. Failure to do so will affect the assessment, depending on its degree.

#### **BAND / 60 Essay**



- A 48 – 60 The response is not perfect but the best that a candidate can be expected to achieve at A2 Level in examination conditions. The demands of the question (e.g. causation, change over time, evaluation) are fully addressed. The answer demonstrates a high level of ability to synthesise elements to reflect the synoptic nature of the Module. The approach is consistently analytical or explanatory rather than descriptive or narrative. The answer is fully relevant. 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 shows that the candidate is in control of the argument. The writing is fluent, uses appropriate historical vocabulary and shows accuracy in grammar, punctuation and spelling.
- B 42 – 47 The answer demonstrates clearly the ability to synthesise elements to reflect the synoptic nature of the Module. There is a good awareness of change or continuity 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. The answer is fully relevant. Most of the argument is structured coherently and supported by very appropriate factual material. The impression is that a good solid answer has been provided. Most of the writing is fluent, uses appropriate historical vocabulary and shows accuracy in grammar, punctuation and spelling.
- C 36 – 41 The answer demonstrates clearly an attempt to synthesise some elements to reflect the synoptic nature of the Module. There is a satisfactory awareness of change or continuity over the necessary extended period. 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 there may be some heavily descriptive or narrative passages. The answer is mostly relevant. 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 writing is generally fluent, the historical vocabulary is mostly usually appropriate and the grammar, punctuation and spelling is usually accurate.
- D 30 – 35 The answer demonstrates an uneven attempt to synthesise some elements to reflect the synoptic nature of the Module. There is an adequate awareness of change or continuity over the necessary extended period. The response indicates an attempt to argue relevantly. The approach depends more on some 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 structure of the argument could be more organised more effectively. The writing may lack fluency and there may be some inappropriate historical vocabulary but the answer usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.

- E 24 – 29 The answer demonstrates a limited attempt to synthesise some elements to reflect the synoptic nature of the Module. There is a limited awareness of change or continuity over the necessary extended period. 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 argument. 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; it shows accuracy in grammar, punctuation and spelling but contains some frequent errors.
- U 0 – 23 The answer demonstrates an unsatisfactory attempt to synthesise any elements and does not reflect the synoptic nature of the Module. There is an unsatisfactory awareness of change or continuity over the necessary extended period. The response is not properly focused on the requirements of the question. There may be many unsupported assertions or a commentary which lacks sufficient factual support. The argument may be of very limited relevance and there may be confusion about the implications of the question. The answer may be largely fragmentary and incoherent, perhaps only in brief note form. The writing contains very inappropriate historical vocabulary; it shows significant weakness in the accuracy of grammar, punctuation and spelling.

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## Appendix F: Generic Mark Bands: Units 2592 and 2593

The specification states ‘that the Independent Investigation aims is to give candidates the opportunity to explore an historical issue or debate through a personal in-depth investigation of the questions specified by OCR or alternatively of questions submitted by centres and approved by OCR. This allows candidates to pursue a particular area of enthusiasm in history and to apply to a general question their knowledge and understanding of selected problems of history, using appropriate historical evidence and assessing the significance of events, individuals, issues or societies in history.’

### Use of Generic Mark Bands and Question Specific Mark Scheme.

The Generic Mark Bands apply to all answers and are the basis of assessment. Within this context, the question specific mark scheme gives advice about possible content, approaches and examples of particular applications of the generic mark bands in individual answers.

The content of coursework essays and examination answers will be varied as candidates apply the general questions to particular areas of studies but the overall Assessment Objectives of the specification will apply.

‘Recall, select and accurately deploy historical knowledge accurately, and communicate knowledge and understanding of history in a clear and effective manner.

Present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements. In relation to historical contexts interpret, evaluate and use a range of source material; explain and evaluate interpretations of historical events and topics studied.’  
(Assessment Objectives AO1 (a) and (b))

A rubric states that ‘Candidates must use and evaluate primary and / or secondary source material which is relevant to their chosen question in your answer and are expected to explain and evaluate interpretations of the historical events and topics studied’. (Assessment Objective A02) However, although giving the opportunity for historical investigation, the extended essay is not intended to require high-level research, specialist resources or access to specialist libraries. Whilst it is a necessary criteria for success, the range of such primary and secondary source material must be viewed in the context of what can reasonably be expected at Advanced GCE.

The relationship between the assessment objectives and the units of assessment is shown in the grid below.

Unit	Percentage of Advanced GCE			
	AO1 (a)	AO1 (b)	AO2	Total
2592 or 2593	4%	4%	7%	15%

The importance of the use of primary and / or secondary sources is reflected in the weight of Assessment Objective AO2.

### **BAND / 90 Extended Essay**

- A 72 – 90 The response is not perfect but the best that a candidate can be expected to achieve in A2. The Extended Essay uses critically a fully appropriate range of primary and/or secondary sources. The Extended Essay 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 demands of the question (e.g. causation, change over time, evaluation) are fully addressed. The answer is fully relevant. 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 shows that the candidate is in control of the argument. The writing is fluent, uses appropriate historical vocabulary and shows accuracy in grammar, punctuation and spelling.
- B 63 - 71 The Extended Essay uses critically an appropriate range of primary and/or secondary sources. The response is focused clearly on the demands of the question but there is some unevenness. The Extended Essay reflects a high level of ability in organising and presenting an extended argument. The approach is mostly analytical or explanatory rather than descriptive or narrative. The answer is fully relevant. Most of the argument is structured coherently and supported by very appropriate factual material. The impression is that a good solid answer has been provided. Most of the writing is fluent, uses appropriate historical vocabulary and shows accuracy in grammar, punctuation and spelling.
- C 54 - 62 The Extended Essay uses an adequate range of primary and/or secondary sources but 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 Extended Essay reflects a competent level of ability in organising and presenting an extended argument. The approach contains analysis or explanation but there may be some heavily descriptive or narrative passages. The answer is mostly relevant. 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 writing is generally fluent, the historical vocabulary is mostly usually appropriate and the grammar, punctuation and spelling is usually accurate
- D 45 – 53 The Extended Essay uses largely uncritically an adequate range of primary and/or secondary sources. The response indicates an attempt to argue relevantly. The Extended Essay reflects an adequate level of ability in organising and presenting an extended argument. The approach depends more on some 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 structure of the argument could be more organised more effectively. The writing may lack fluency and there may be some inappropriate historical vocabulary but the answer usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.

- E 36 - 44 The Extended Essay uses largely uncritically a basically acceptable range of primary and/or secondary sources. The responses offers some elements of an appropriate answer but there is little attempt generally to link factual material to the requirements of a question. The Extended Essay reflects a basically acceptable 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 unbalanced. The writing contains some inappropriate historical vocabulary; it shows accuracy in grammar, punctuation and spelling but contains some frequent errors.
- U 0 – 35 The Extended Essay uses uncritically a very limited range of primary and/or secondary sources. The response is not properly focused on the requirements of the question. The Extended Essay reflects an inadequate level of ability in organising and presenting an extended argument. There may be many unsupported assertions or a commentary which lacks sufficient factual support. The argument may be of very limited relevance and there may be confusion about the implications of the question. It may rely heavily on a ‘scissors and paste’ approach. The answer may lack coherence as an extended essay, The writing contains very inappropriate historical vocabulary; it shows significant weakness in the accuracy of grammar, punctuation and spelling.